

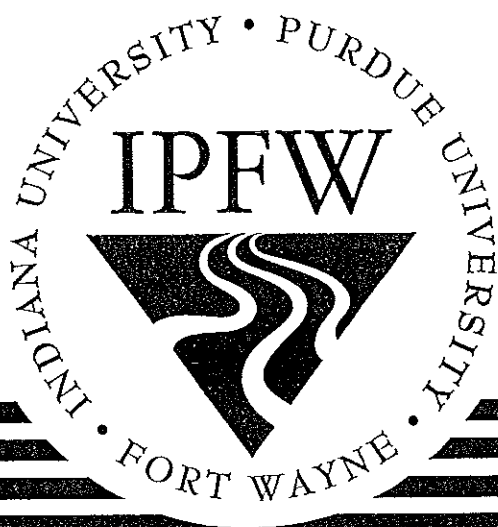
A Self-Study for the Commission on Institutions of Higher Education  
North Central Association of Colleges and Schools

## Request for Reaccreditation of Indiana University - Purdue University Fort Wayne

INCLUDING TWO SPECIAL EMPHASIS AREAS:

Re-engineering Services to Students

Connections with the Community



September, 2000

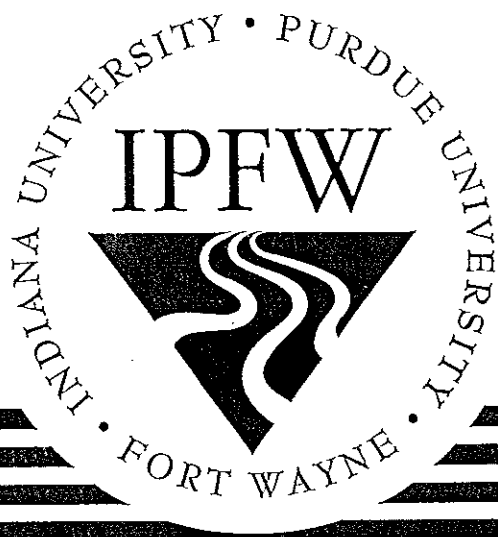
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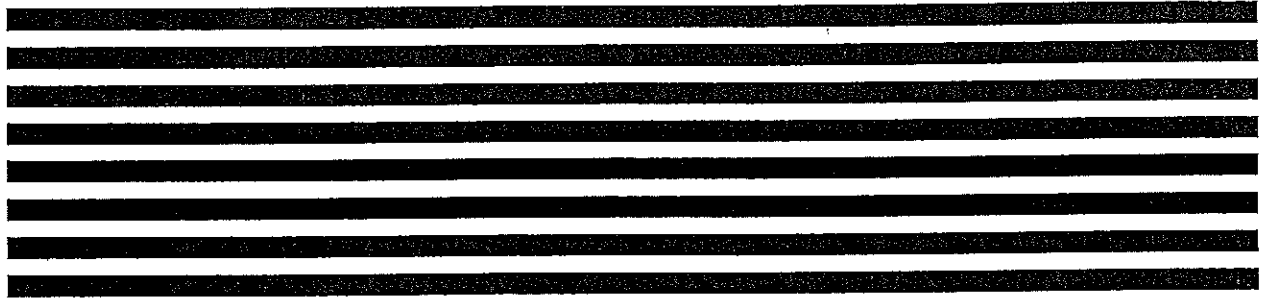


September, 2000

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# Report of the Criteria Committee on Qualifications for Reaccreditation



Part ONE

Introduction

# CHAPTER I

## CONTEXT OF THE SELF STUDY

### Summary of Accreditation History

Indiana University - Purdue University Fort Wayne (IPFW) has been accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA) since 1969, one year after the first offering of degrees by the campus. The initial accreditation was approved separately for the Indiana University and Purdue University campus organizations. The institution had held accreditation in earlier years through the general accreditations of Indiana University and Purdue University. A subsequent review in 1972 reaffirmed the IU and Purdue Fort Wayne accreditations and served as a catalyst for the further consolidation of campus programs and services into a single institution by action of the IU and Purdue Boards of Trustees in 1975.

IPFW completed self-study reviews and received reaccreditation from NCA as a single institution in 1980 and 1990. In July 1998, IPFW requested a delay in the scheduling of the next comprehensive review due to the resignation of some senior administrators. The Commission approved the request and scheduled the next comprehensive visit for November 13-15, 2000.

### Purposes of the Report and Intended Audiences

The report is intended to provide a summary description and evaluation of the programs, services, and activities of the institution at the time of the self-study. The information in the report makes frequent reference to supplementary materials which have been assembled in the institutional Resource Room for examination by the visiting team. The self-study report cannot address all of the wide variety of efforts which have been completed, are underway, or are intended. Instead, it focuses on consideration of the institutional activities which demonstrate satisfaction of the various standards and criteria for NCA reaccreditation. Thus, one essential purpose of the report is to present IPFW's formal request for renewal of accreditation. In particular, the report demonstrates that IPFW has the ability to analyze its effectiveness and plan for further improvements. The NCA expects the self-study process to identify areas of concern, and to develop plans for addressing them, as one of the ways that the institution demonstrates that it can continue to be effective.

A second purpose served by the self-study report is to present institutional achievements and intentions in the areas selected for special emphasis. These sections of the report provide the basis for advice from members of the site visit team.

The third purpose of the self-study report is to present information supporting IPFW's requests for "institutional change." These requests would change specific parts of IPFW's current

accreditation to recognize initiatives in distance education, degree offerings at other sites, and graduate-level course offerings.

### **The Self-Study Process and the Report**

The self-study for renewal of NCA accreditation began in 1998 with the identification of a self-study coordinator and preliminary planning for the self-study process. In the spring of 1999, IPFW chose to pursue a special emphasis self study. Special emphasis topics were identified and discussed with several campus groups and with individuals in leadership positions. Then, the plan for the self study was discussed with IPFW's institutional liaison at the NCA, and the plan was subsequently approved. This Agreement is shown in Appendix I. Steering Committee members were selected, appointed by the Chancellor, and began regular meetings early in the Fall Semester. Subcommittee members were identified shortly thereafter, and the subcommittees began their work in October 1999. Steering Committee and subcommittee memberships are also shown in Appendix I.

The self-study report is the result of this self-study process. Part One includes information about the context of the self-study, provides assurance of compliance with the General Institutional Requirements (GIRs) specified by the NCA, and demonstrates that IPFW fulfills the Criteria for Accreditation. Part Two presents the results of evaluations of the special emphasis topics.

Part Three of the self-study report presents three proposals for amendment of the terms of IPFW's accreditation. The institution has made significant efforts to offer courses through distance education and expects to have one or more distance education degree programs available soon. Outreach efforts to specific sites in the IPFW service region are also growing, and the institution expects to offer one or more degree programs at the Warsaw site in the near future. Offering of programs at additional sites in the service region will depend primarily on student demand, and such programs will be built on the foundation of administrative and support services that has been established. Finally, growing numbers of consortium and cooperative program offerings at the graduate level have led to a proposal to eliminate the current restriction on course offerings at the doctoral level.

A summary of the process and the report, along with conclusions reached during the self study, are presented in Part Four. The report culminates with IPFW's formal request for reaccreditation.

### **Major Institutional Changes in the Last Ten Years**

Although an exhaustive account of institutional changes in the past ten years is beyond the scope of this self-study report, a review of the history of the campus has revealed certain basic themes. The opening of the combined campus of IPFW in 1964 through the end of the 1970s was a time of rapid growth, accompanied by efforts to unify the administration of the campus. The 1980s saw similar attention to academic reorganization, highlighted by the establishment of an academic structure that emphasized academic relationships among departments rather than relationships of departments to university mission assignments. By the beginning of the 1990s,

the campus had stabilized, with headcount enrollment peaking in 1992 and major facilities opening at about the same time. Among the new academic facilities are the Fine Arts Building, the Williams Theatre, the Engineering and Technology Building, and the Science Building. New support facilities include the Printing Services - Warehouse Building and the Child Care Center. A new campus master plan was completed in 1995, and Lawshe Drive was built during this time to serve as a new main entrance to the campus.

Some of the other major institutional developments in the past ten years are described below:

#### A. Maturity of the Campus

After reaching a peak in 1992, headcount enrollments have fluctuated between 10,500 and 11,700, with most of the variations reflecting changes in enrollment of adult, part-time students. Enrollment of full-time, traditional students and total FTE enrollments have grown, with a concurrent increase in daytime class offerings. The decade also has been marked by the retirement of many original faculty and staff members who had served through the initial stages of the campus merger.

An important result of this evolution was the growing number of faculty and staff who had no prior ties to IU and Purdue. In turn, connections with the parent universities came to be assessed on the basis of their value to the mission of IPFW and opportunities for advancement of increasing self-direction. One major outcome of this context was the establishment in 1995 of IPFW General Education requirements for all baccalaureate degrees.

IPFW also began a strategic planning effort to identify institutional priorities and to document progress in achieving them. Annual reports have subsequently been prepared and distributed to the entire campus and to off-campus constituencies.

#### B. The Centrality of Technology

While IPFW has had a long history of campus-based computing capacity, the importance of technology throughout the campus has become even more evident in the past ten years. Important enhancements of service through technology are evident in all parts of the institution. On-campus Internet access for students became available in 1995 as the first outcome of a new student technology fee. Revenues from these fees have been used since that time to upgrade the student Internet-access network and to establish open computer laboratories in several campus buildings.

Through a combination of new construction specifications, renovation projects, and investment in infrastructure, all classrooms on the campus now provide access to a suite of software services and to the Internet. Computer classrooms have also been established, along with specialized departmental laboratories.

Enrollment service areas use a consolidated records system provided by the SCT Corporation, and enhancements to the system have been introduced on a regular basis. Academic services areas, while often making important use of the main student records system, have also developed unique services in the areas of career services and placement, among others. Administrative areas such as accounting, purchasing, and facilities maintenance all use newly updated systems to provide administrative support to the campus. Library services have been among those most clearly enhanced through the application of technology, with consortium agreements, catalog enhancements, and lending systems all providing new patron services.

IPFW's long history of offering classes throughout the campus service area has evolved into a distance education program that includes course offerings through a variety of media. Academic programs on the campus have also been improved through the application of technology to course offerings. Most recently, many of these systems, services, and programs have been extended through the World Wide Web to users and learners, without the traditional restrictions of time and place.

#### C. An Emphasis on Evaluation and Accountability

Evaluation and accountability have emerged as important themes in university programs, services, and activities, with NCA standards for assessment of student academic achievement serving as an important stimulus to this development. The first formal action to establish an assessment program was defined in IPFW Senate Document 92-7 in November 1992. Similar expectations have been embedded in the standards of grant-making organizations and professional accrediting associations, and they have begun to emerge in state agency expectations. While some still object to these "outside influences," many on the campus have embraced the new environment as a way to demonstrate that programs and services are valuable and often deserving of enhancement.

Reviews of academic programs were undertaken on a pilot basis in 1992 and 1995. In 1998, Chancellor Michael A. Wartell identified as a top priority the development of an effective process for program review. Processes and procedures were developed during 1998-99, and an initial set of program reviews took place in the 1999-2000 academic year.

#### D. Connections with the Community and the Region

While regional universities like IPFW have always placed a relatively high level of emphasis on service to the region, the emergence of partnerships is an important theme in recent years. A wide range of activities undertaken in cooperation with regional partners, and described in more detail later in this self-study report, has become one of the primary ways that IPFW demonstrates its value to the region and justifies its requests for support.

The Omnibus Lecture Series serves as a notable example of IPFW's community partnerships. With funding provided by a local foundation, the campus has, for the past five years, organized an annual lecture series which features nationally known presenters. In turn, the lectures are free to the public and publicized through both paid and public-service announcements in area media.

IPFW's Youth Education through Sports initiative is another important example of community partnerships. The campus leased land on the McKay Farm to a local sports corporation in 1997 for the development of indoor soccer fields, with the master plan for the area also reserving space for other initiatives. Known as "The Plex," the new facilities led to development of team and league play for area elementary, middle, and high school students. The Hefner outdoor soccer fields provide additional opportunities for area youth.

During the past two years, IPFW has been involved in planning for several major partnership arrangements with community organizations. A Statement of Principles for a proposed Center for Aging and Disabilities has been approved by IPFW and by Aging and In-Home Services of Northeast Indiana. If fundraising efforts for the center are successful in the next few years, it will be constructed on the campus under a long-term lease agreement. Discussions with the Raptor Chapter have led to a similar agreement. A partnership planning group is preparing for the development of an Innovation Center and an associated Entrepreneurship Center. Initial discussions are being held to explore a partnership which would relocate the area public-television station to the campus.

#### E. Availability of Resources

The maturation of the campus and the widely discussed changes in public support for higher education have changed the nature of efforts to secure resources for the campus. Support from the state has declined in relation to the total campus budget, while student fees have become a larger portion of the total budget. With a relatively stable enrollment, the campus can no longer depend on enrollment growth as a major source of new funds. The historical pattern of underfunding has exacerbated the problem. Efforts to address relative funding levels across public campuses did result in a state allocation of "equity funding" for the campus for 1999-2000, but IPFW continues to offer one of the most comprehensive sets of academic and support programs with a budget that is below statewide averages.

The campus has responded to these challenges through a variety of strategies. Contracts, grants, development, and partnership activities have helped to address resource questions in particular areas. IPFW completed its latest library campaign as part of a strategy to enhance the resources and services for the institution and the region. Important enhancements in student scholarship support have also been achieved through the endowment of a growing number of scholarships.

IPFW has also been exceptionally successful in justifying the need for additional facilities to serve Northeast Indiana. Academic-administrative space on the campus more than doubled in the 1990s, and various support structures were also developed.

#### F. Initiatives of the Indiana Commission for Higher Education

During the past decade, increasing attention has been focused on various initiatives of the Commission for Higher Education. Reviews of low enrollment programs, and those with few graduates, while generally helpful in focusing attention on alternative ways of meeting regional needs, have sometimes been pursued in ways that focus on arbitrary standards instead of issues of importance. The new Community College initiative, while offering the promise of expanding access to Indiana residents in underserved areas, has been accompanied by proposals to limit regional campus programs that are perceived to be more appropriate for the community colleges. Discussions of the mission of the regional campuses, often marked by differing objectives, remain unresolved but have the potential to limit IPFW programs and services which have demonstrated success.

#### Responses to the Last Comprehensive Visit

The comprehensive review of IPFW in 1990 identified the following areas of strength:

- 1. A highly qualified and dedicated faculty committed to the campus' teaching, research, and service mission.*
- 2. A competent and dedicated professional and support staff who evidence a strong loyalty to the campus.*
- 3. A Chancellor who, along with her senior management team, enjoys the respect and support of the Presidents of Purdue University and Indiana University and of her faculty and staff.*
- 4. Strong and active support of the Chancellor and the campus from the industrial, business and civic leaders of the greater Fort Wayne area.*
- 5. The recently completed academic reorganization which has placed academic disciplines together in appropriate schools or divisions irrespective to their status as Indiana University or Purdue University programs.*
- 6. The ability of the campus community to take advantage of the resources of two major research universities - libraries, super computers, etc.*
- 7. The institutional commitment to develop a unified general education program within the next several years.*

8. *Strengthened student affairs programming located under a Vice Chancellor for Student Affairs.*
9. *Well designed, well maintained and functional physical plant.*
10. *The extraordinary financial flexibility enjoyed by the campus within the financial operating rules of the State of Indiana and Purdue University.*
11. *The rich mix of students attending IPFW which enlivens classroom interaction.*
12. *The availability of a pool of enthusiastic and dedicated associate faculty.*
13. *The existence of an effective fund raising and development program which shows promise of great success during the coming years.*

While the review was overwhelmingly positive, it also identified nine areas of concern. Summaries of IPFW's responses to these concerns are described below, and additional information is presented in the Criteria and Special Emphasis sections of this self-study report.

1. *The Guided Studies (Remedial) Program at IPFW lacks a coherent structure and organization and accountability measures are unclear.*

The visiting team included members who believed that the Guided Studies Program and the offering of developmental courses should be combined in a single academic unit with an administrator who could coordinate advising and class offerings. While such an organizational structure might be successful in helping underprepared students, it does not address other factors that IPFW believes are important. Guided Studies students are those who do not meet, but are close to, traditional standards for admission. They may have skills deficiencies that require enrollment in one or more developmental courses. Developmental course enrollment requirements are established through placement testing standards, and many students who are required to enroll in developmental courses are students who have earned regular university admission. IPFW has also chosen not to employ a faculty dedicated to developmental instruction, instead choosing to link developmental courses with the academic departments responsible for regular courses in each of the disciplines.

Guided Studies students are advised by the Office of Academic Counseling and Career Services. Advising services emphasize support for students who need various support services on the campus, including career interest testing, classes offered with supplemental instruction, and selection of courses which are applicable to most degree programs on the campus.

The organization of the Guided Studies Program is generally well understood throughout the campus. 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 reports.

2. *The campus lacks a plan to evaluate the effectiveness of its developmental skills offerings.*

Evaluations of the success of the developmental courses now are undertaken regularly by the respective departmental faculties. The courses are required for those who place at relatively low levels on the IPFW placement tests, and the success of the courses is measured in terms of student success in the subsequent courses which are required for completion of degree programs.

One major outcome of these evaluations has been a set of initiatives in mathematics, including the 1995 introduction of a second developmental course and new programs for flexible pacing and out-of-class testing. Evaluation of these initiatives, in turn, is ongoing.

A second outcome of these evaluations is a pilot program planned for next year in English. Students who would ordinarily be assigned to the developmental course will instead enroll in a transitional course (ENG W135) which will include requirements for the regular freshman composition course, supplemented by a two-hour-per-week laboratory session which is intended to address deficiencies in the students' background in composition. Evaluation of the outcome of the pilot project will then determine the future of the initiative.

A comprehensive review of the developmental courses and related support services is scheduled to begin in fall 2000. A task force, led by the Office of Academic Affairs, will conduct the review and will also consider other programs and services that are related to student success.

3. *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.*

Course content in developmental courses is the responsibility of the Department of English and Linguistics and the Transitional Studies Program (for English and reading courses) and the Department of Mathematical Sciences (for the mathematics courses). Quality control in these courses has been addressed in several ways.

The Department of English and Linguistics has made a number of changes in the administration of the developmental course in composition in order to improve the course and consistency of content. The course is taught by a combination of tenured/tenure-track instructors, graduate aides, and associate faculty. In each case, the faculty member is required to enroll in a teaching methods course prior to the first

term of employment. The content of this course has been improved, and prospective associate faculty members receive a remission for course fees. Students in the course address the specific pedagogy and policies of the IPFW writing program, prepare a syllabus, and participate in grading workshops. A recent initiative to increase stipends and class scheduling options for associate faculty who teach more than one class has reduced turnover and supported the department's annual review process for all faculty. A Director of Writing is responsible for oversight of all aspects of the writing curriculum and is also responsible for teaching the teaching methods course. A mentoring program has been established and includes classroom visits, the Writing Handbook has been updated regularly, and a Writing Roundtable meets several times each semester to address topics related to the course.

Faculty teaching the developmental course in reading are coached on course content and objectives before entering the classroom. They are also observed by full-time faculty during the semester, and these observations are followed by discussion sessions intended to improve effectiveness in the classroom. At least three faculty meetings are held each semester to focus on discussions of the course and techniques and materials that can be used to meet course objectives. The reading course is mastery-based, and students must show that they can successfully apply the skills taught in the course and pass a comprehensive, skills-oriented final exam. The department conducts regular evaluations of the course, and these evaluations have consistently shown that students who succeed in the course have retention and success rates that are comparable to those of students who were not required to enroll in the course.

Faculty teaching the two developmental courses in mathematics use a common syllabus and common examinations. Four full-time instructors have primary responsibility for teaching the courses and for course development activities. An administrative position has been established to supervise out-of-class testing and oversee the development of modules for self-paced instruction. A "Pre-calculus committee" meets biweekly to discuss the courses, student performance, and ways to improve the courses. The instructors also work with each associate faculty member to be sure that course content is consistent across sections. A common office-hours plan has been implemented to allow student contact with faculty for individualized assistance. Supplemental instruction, in both structured and individualized formats, is also available to students required to enroll in these courses. On-line tutoring services are now being developed as another way to reach students having difficulties in these courses.

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

IPFW has established an extensive set of programs designed to recruit and retain minority students. Recruiting programs focus on middle school and high school

students, describing the benefits of higher education and strategies for obtaining financial assistance. Special attention is placed on the schools which have large minority enrollments. Regular recruiting materials also feature African-American students as an indirect way to help minority students feel welcome on the campus. Summer Youth Programs and the Summer Bridge program help prospective and admitted minority students prepare for college. The Multicultural Services staff also makes regular presentations at churches and minority community organizations. IPFW also supports state-level programs, such as the Twenty-First Century Scholars program and the Minority Teachers program, which are directed primarily, although not exclusively, at minority students.

In addition to retention activities in the respective departments, the Multicultural Services office provides support services intended to improve the retention of minority students. The Students in Danger program provides counseling referrals for students having academic or personal difficulties. The Mentoring Program includes both Twenty-First Century Scholars program students and others who seek mentoring services. Supplemental instruction is organized for students having difficulty in any of several courses which are taken by large numbers of first-year students.

Several cultural and awareness programs are also designed to create a positive climate on the campus. Black History, Hispanic Awareness, and Native American History months are celebrated annually, and Diversity Week provides a series of high-profile events on the campus and in the community. Diversity training sessions for faculty and staff are also offered regularly. The Diversity Council, established in 1995, serves as a catalyst for continuing improvements in multicultural awareness.

While this set of initiatives demonstrates a commitment to recruiting and retention of minority students, growing minority enrollments are the most direct measure of the success of these programs. The following table shows how minority enrollments have grown significantly during the ten-year period of this self study:

<u>Year</u>	<u>American Indian/ Alaskan Native</u>		<u>Asian or Pacific Islander</u>		<u>African American</u>		<u>Hispanic</u>		<u>Other, incl. Non-Res. Alien</u>		<u>White</u>	<u>TOTAL</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
1991	19	0.2	102	0.8	434	3.6	150	1.2	165	1.4	11,207	92.8	12,077
1992	29	0.2	123	1.0	426	3.5	150	1.2	202	1.7	11,160	92.3	12,090
1993	44	0.4	117	1.0	424	3.6	155	1.3	208	1.8	10,753	91.9	11,701
1994	35	0.3	143	1.2	477	4.1	180	1.6	200	1.7	10,478	91.0	11,513
1995	37	0.3	171	1.6	472	4.3	180	1.6	227	2.1	9,924	90.1	11,011
1996	37	0.3	198	1.8	495	4.6	206	1.9	183	1.7	9,630	89.6	10,749
1997	50	0.5	213	2.0	499	4.7	209	2.0	176	1.6	9,522	89.2	10,669
1998	50	0.5	241	2.3	554	5.2	237	2.2	194	1.8	9,377	88.0	10,653
1999	39	0.4	254	2.4	516	4.9	238	2.3	207	2.0	9,302	88.1	10,556

IPFW's minority enrollment, in total, is approximately equal to the minority share of the population of the campus service area.

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

Strategic planning processes at the time of the last visit could best be characterized as "episodic." At the same time, the process then in use did result in the publication of *IPFW in the 1990s: An Urban Strategy*. This strategic plan served the campus well, identifying initiatives to be undertaken by the various schools, divisions, and administrative areas and providing a sense of direction for the university's stakeholders.

IPFW began an organized strategic planning process in the Summer of 1995 with a workshop for faculty leaders, senior administrators, and student representatives. An external consultant helped the group identify key topics for further discussion. Since its development, the Strategic Plan has been updated on a fairly regular basis. The Strategic Plan which emerged from these discussions has served the campus in many ways.

The updated plan, and accomplishments related to it, have been publicized in annual reports. These reports, available in the Resource Room, have helped to publicize the plan, as well as accomplishments, for the campus community and off-campus audiences. Academic and administrative organizations on the campus have developed their own unit strategic plans, linking these plans to the campus plan. These processes appear to be reasonably successful in identifying initiatives which will promote the further development of IPFW. Additional information about current planning processes is included in the Criteria chapter of this self-study report.

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

IPFW agrees with the team's conclusions as of the time of the last visit. Since that time, plans for the assessment of student academic achievement have been developed. The plan includes an annual report, compiled by the Assessment Council, which provides information about whether program assessments are leading to successful outcomes. Processes for assessing the outcomes of various student affairs programs have also been developed, including evaluations of orientation programs, various recruiting programs, and advising services. These assessment activities are discussed extensively in the Criteria section of this self-study report.

In addition to evaluations conducted by the offices responsible for particular programs, IPFW has used the Noel-Levitz Student Satisfaction Inventory in 1994 and 1998 as a measure of the success of the campus in meeting student needs. The most recent results of this measure show widespread improvements in meeting student needs, and these results are discussed in more detail in the sections of this self-study report which address North Central criteria and the emphasis area of Re-Engineering Services for Students.

7. *Although the new buildings currently in the design or construction stage will solve some campus space problems, IPFW will continue to lack sufficient space for faculty offices and instruction space for research in the sciences and engineering.*

Like all growing institutions, IPFW has had times in which the need for additional space was critical. Still, IPFW believes that the visiting team did not understand the full scope of benefits to be gained from the various building projects then underway. The Fine Arts, Theatre, and Engineering and Technology buildings each provide impressive facilities for conducting the academic programs related to those facilities. Space designated for engineering and the engineering technologies includes research and project facilities, as well as office space sufficient to accommodate future growth. Renovation of vacated spaces was designed to, and does, provide comparable improvements for an even larger number of academic and administrative areas on the campus.

Subsequent to the team's visit, and after several years of planning, IPFW opened the Science Building to provide new facilities for biology, chemistry, and geosciences. Facilities for each of these department include research spaces and sufficient offices to accommodate future growth. As before, renovation of vacated spaces provided comparable benefits for an even larger number of academic and administrative areas, including additional research space for the Department of Physics.

The campus believes that these facilities have addressed essentially all of the needs for office, classroom, and laboratory space needed to support current programs at current levels of enrollment. As mentioned above, the Engineering and Technology

Building and the Science Building included facilities specifically designed to support faculty research.

Student residence facilities deserve special mention. Plans are nearly complete for an initiative which would permit private development of student residence facilities on university land. Several different approvals will be required, but the project will be presented in the context of the clear need for student housing which has been documented in the feasibility study. If approvals are received as currently projected, ground will be broken in 2001.

Complementing plans to establish student residence facilities, IPFW has announced an intention to move from Division II to Division I affiliation with the NCAA. While initial plans do not call for additional on-campus facilities, some may be developed in the future as needs are identified. All operating costs, and most facilities costs, for athletic programs are supported through development efforts and student activity fees.

IPFW still does have facility needs. A library project is reaching the final planning stage and will be submitted with IPFW's biennial budget request. Funds for renovation of Kettler Hall were not adequate to support full renovation of the building, and supplemental funding will be requested from the state. Expansion of the Walb Union Building is in the preliminary planning stage and is seen as an important complement to plans for development of student housing on the campus. Finally, preliminary planning is underway for a Music Building, providing additional space and relocating that program to a site adjacent to the fine arts and theatre facilities. The building proposal will also include spaces for community arts programs, with a corresponding fundraising effort, and this partnership approach is expected to help in gaining state approval of the building.

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

The inadequacy of supply and equipment funds is an ongoing challenge. The state provides funds for these needs according to formulas which provide a percentage increase each year, and the percentage is essentially an inflationary adjustment. Various strategies have been used to supplement available funds, including establishing a state-funding category for "infrastructure funds" which support part of the costs of campus infrastructure and "technology funds" which are appropriated to support the costs of technology in academic and administrative areas. IPFW also received an "equity funding" increase in the most recent biennium in recognition of funding which has been below the state-wide average.

The campus has also established a student technology fee as a way to provide funds for open-access computing facilities. Recurring funds have been allocated to the library to supplement regular budget increments and help to address the extraordinary cost increases for serials subscriptions and a growing number of databases. Finally,

the campus has provided some additional funds for supply and expense budgets through reallocation, although these reallocations have been second in priority to needs for funds for personnel.

All of these initiatives have helped to address supply and equipment needs. The campus has made significant progress in addressing computing, scientific, and laboratory equipment needs, while progress related to basic supply budgets has been less dramatic.

9. *IPFW's Management Information Systems appear to be under developed and/or underutilized.*

Since the 1990 visit, IPFW has implemented a comprehensive Student Information System and become a client of SCT Corporation. The system is used by essentially all campus offices for student records and related purposes. IPFW also installed the Focus report-writing system and provided training for personnel across the campus. This system is widely used to prepare both routine and special reports as needed by various user offices.

Systems used in other administrative areas, such as alumni and development, accounting, and human resources, are linked more closely with Indiana University and Purdue University systems and are directly available to selected departments and offices at IPFW. At the same time, enhancements in those systems in the past ten years, and the emergence of related, user-initiated reporting systems, have helped to meet most needs of those who use the systems at IPFW.

Finally, the team gave advice and suggestions in five areas. Brief summaries of campus efforts in these areas are shown below, and additional information is included in the relevant sections of this self-study report.

1. *The campus should review its academic programs to insure that it is maximizing the use of the computer in instruction. Where necessary, professional development opportunities should be provided to faculty to assist them in gaining the appropriate skills and knowledge.*

While it is unlikely that any campus could claim to be "maximizing the use of the computer in instruction," IPFW has used computers in a wide variety of classes for a long time. Some of the dimensions of computer usage are (a) classes in the design of computer systems and networks, (b) classes using computers for simulations, (c) classes which focus on a discipline but use computer-based teaching methods, and (d) classes which use computer-based methods to extend enrollment to distant students. The campus supports these initiatives through various departmental computer labs, nine open-access computer labs, three computer-based general classrooms, and a computer-based demonstration classroom. All other classrooms on the campus are

wired for instructor usage of computers, with access to a standard package of network services and to the Internet. Growing numbers of professional development programs are offered for faculty, and support is provided for faculty to attend off-campus programs which include the use of technology in teaching. In recent years, grant programs have also been developed to encourage the further use of technology in teaching, whether through computer-based courses or traditional courses supplemented with computer-based presentations and resource materials. Technology accounts are provided for all students, with access to a broad range of software through campus servers. Most campus resources are also available to remote-access users.

- 2. The campus should review its continuing education offerings to insure that it is offering an appropriate array of courses at off-campus sites. Additionally, faculty assignments in the weekend college credit offerings should be reviewed to insure that full-time faculty members teach an appropriate percentage of courses. The campus should consider developing more innovative courses as part of its noncredit, continuing education offerings.*

IPFW has a long history of offering both credit and noncredit classes throughout its Northeast Indiana service region. In response to area needs, noncredit offerings have been redirected from general-interest classes toward employee development and professional skills offerings. Credit class offerings have grown substantially in terms of both the number of locations and the number of classes offered. Enrollments in these classes have grown commensurately. The Institutional Change section of this self-study report includes requests for authorization for off-site programs and distance-education programs and includes a table showing the growth of distance education credit enrollments.

Weekend College at IPFW operates as an extension of the regular credit program, rather than as a separate academic organization. Full-time faculty are eligible to teach in Weekend College, either as a part of regular job responsibilities or through a voluntary overload assignment. Academic departments also approve all uses of associate faculty, including those who teach in the Weekend College. In the last year, 47 percent of Weekend College classes were taught by full-time faculty.

- 3. Since IPFW will soon assume additional control of its tenure and promotion policies and procedures, the team suggests that the campus review its promotion criteria to insure congruence between the institutional mission and expectations for promotion.*

Policies and procedures for promotion and tenure have been established for all schools, divisions, and departments and approved through the IPFW (Faculty) Senate and are available on the Senate Web site ([www.ipfw.edu/senate/](http://www.ipfw.edu/senate/)). Criteria for promotion do allow, and candidates have been successful in gaining, promotion based on any of the three dimensions of teaching, research, and service.

4. *Given the size, diversity, and the complexity of the student body at IPFW, the campus should strongly consider the possibility of re-establishing a professionally staffed health center.*

IPFW has announced the opening of an on-campus clinic in August 2000. The clinic will be managed by Parkview Hospital, and it will offer services to students, faculty, and staff. In addition, a campus Wellness Program also offers programs for students, faculty, and staff.

5. *Given the increasing institutional emphasis on research and funded programs, the campus should consider ways to provide greater support in grants development for the IPFW faculty and staff.*

The institutional commitment to research and funded programs has been reflected in the continuing success of faculty and staff in attracting funding. Grant and contract funding has been in the range of \$ 1.2-1.5 million since the mid-1980s. Support for development of grant and contract proposals was increased in 1999, with the assignment of a full-time professional staff member and oversight from the Vice Chancellor for Academic Affairs office. The campus also makes use of support services provided by Indiana University and Purdue University, including grant opportunity newsletters and announcements and workshops focused on the development of grant-writing skills. The campus has also invested in grants assistance services provided by the Community of Science and the American Association of State Colleges and Universities (AASCU).

## CHAPTER II

### GENERAL INSTITUTIONAL REQUIREMENTS

#### Mission

1. *It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.*

The core mission of Indiana University - Purdue University Fort Wayne (IPFW) is

To provide quality post-secondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment and serving the region.

An elaboration of the mission statement is published in each *IPFW Bulletin* as the *IPFW Profile*. A similar statement has been approved by the Trustees of Purdue University, managing partner in the administration of the IPFW campus.

2. *It is a degree-granting institution.*

IPFW has granted degrees, through Indiana University and Purdue University, since legislative authority was granted to the regional campuses in 1967. IPFW awards degrees at the associate, baccalaureate, and master's levels.

#### Authorization

3. *It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.*

IPFW is recognized as a regional campus of both Indiana University and Purdue University, both of which were established through the Indiana Code (Title 20, Article 12). Both universities, and their regional campuses, are recognized by the Indiana Commission for Higher Education, which serves as the state's higher education coordinating agency. IPFW has all legal authorization needed to operate in the state of Indiana.

4. *It has legal documents to confirm its status: not-for-profit, for-profit, or public.*

IPFW is recognized by the Indiana Commission for Higher Education as a regional campus, and state appropriations approved for the campus appear as a separate line item in the state budget. In addition to its status as a public university campus, IPFW also qualifies as a 501 (c)(3) tax-exempt, non-profit organization.

## Governance

5. *It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.*

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 IPFW campus, with academic issues related to the offering of Indiana University programs subject to IU policies. This agreement is recorded in the IPFW Management Agreement, which is shown in Appendix IV of this self-study report.

6. *Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.*

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.

7. *It has an executive officer designated by the governing board to provide administrative leadership for the institution.*

The Chancellor of the IPFW 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, and the Agreement is shown as an Appendix to this self-study report.

8. *Its governing board authorizes the institution's affiliation with the Commission.*

IPFW has been accredited as a separate institution by the North Central Association since 1969, and, prior to that time, participated in "umbrella accreditation" of Indiana University and Purdue University. The Trustees affirm IPFW's accreditation through authorization of payment of dues and participation in the reaccreditation process.

## Faculty

9. *It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.*

IPFW faculty members have earned the degrees needed to teach in the various programs offered by the campus. Approximately 88 percent of full-time faculty have earned the

doctorate or other terminal degree from accredited institutions, and these credentials are listed in each *IPFW Bulletin*. Associate faculty members, who teach on a part-time basis, have earned degrees from accredited institutions needed to teach in their respective programs. Additional information about faculty credentials is provided in the Basic Institutional Data forms.

10. *A sufficient number of the faculty are full-time employees of the institution.*

Approximately 95 percent of regular faculty members are full-time employees of the institution. Essentially all of the remainder have elected to participate in the university's voluntary, partial early-retirement plan. All of IPFW's degree and certificate programs are led by full-time faculty.

The part-time faculty of IPFW includes associate faculty members, graduate aides, and a few other instructional assistants. In Fall 1999, part-time faculty were responsible for approximately 40 percent of sections offered.

11. *Its faculty has a significant role in developing and evaluating all of the institution's educational programs.*

IPFW faculty develop and are involved in the approval of all courses and programs. They also review curriculum and programs through various faculty-defined procedures. Program review procedures are conducted through a cooperative process between faculty and administrators. The IPFW faculty is involved in university governance through a variety of channels, including the (Faculty) Senate, policy committees, advisory committees, and advocacy committees. Various policy, committee, and other information is available through the Senate Web page ([www.ipfw.edu/senate](http://www.ipfw.edu/senate)).

### Educational Program

12. *It confers degrees.*

In recent years, approximately 1,300 degrees and 150 certificates have been awarded annually at IPFW. Degree and certificate totals for 1998-99 are shown in the following table:

<u>Type of Award</u>	<u>Awarded in 1998-99</u>
Certificates	82
Associate Degrees	444
Baccalaureate Degrees	765
Master's Degrees	<u>200</u>
TOTAL	1,491

13. *It has degree programs in operation, with students enrolled in them.*

During the Fall 1999 semester, 10,653 students were enrolled in IPFW programs, with more than 95 percent enrolled in programs leading to degrees or certificates.

14. *Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.*

IPFW offers programs in recognized fields of study which are responsive to the needs of Northeast Indiana citizens and which also attract students from other areas. IPFW's core mission speaks to meeting these needs. Trustee and Commission for Higher Education approval of program offerings serves as assurance of the appropriateness of the programs for an institution of higher education.

IPFW's program offerings, as of the Fall 1999 annual report to the North Central Association, are summarized in the following table:

<u>Type of Program</u>	<u>Number of Programs in 1999</u>
Certificate	30
Associate Degree	40
Baccalaureate Degree	93
Master's Degree	<u>21</u>
TOTAL	184

15. *Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.*

IPFW degree program names are selected, and sometimes updated, to reflect common practice in higher education. All degree programs meet or exceed common standards in terms of credit hour requirements for graduation at each degree level.

16. *Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.*

IPFW baccalaureate degree program requirements include completion of the IPFW General Education Program, described in the *Bulletin*. Associate degree programs, many of which are accredited by professional accrediting agencies, also include general education courses appropriate to the respective disciplines. Graduate degree programs require students to have earned baccalaureate degrees from accredited institutions and have appropriate requirements for graduate study.

17. *It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.*

IPFW undergraduate admission policies encompass traditional criteria for recent high school graduates and open admission for adults who have earned a high school diploma or GED and live in the campus service area. Graduate admission policies follow traditional standards, with most programs also offering provisional admission opportunities for students who have completed baccalaureate degrees from accredited institutions but cannot meet other requirements for admission at the time of application. Specific requirements for admission, including standards for admission to individual academic programs, are published in the IPFW *Undergraduate Bulletin* and *Graduate Bulletin*.

18. *It provides its students access to those learning resources and support services requisite for its degree programs.*

IPFW offers a broad range of support services for students to help them achieve their academic goals. Learning resources, including modern technology and Internet access, are also available and have been enhanced regularly. Additional information about learning resources and support services is included in the Criteria section of this self-study report.

## Finances

19. *It has an external financial audit by a certified public account or a public audit agency at least every two years.*

The Indiana State Board of Accounts conducts a yearly financial audit and certifies the financial reports of the University.

20. *Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.*

The campus annual budget is prepared using administrative processes which incorporate campus program needs. The budget is approved by the Purdue University Board of Trustees as the financial plan for supporting these programs.

21. *Its financial practices, records, and reports demonstrate fiscal viability.*

IPFW financial policies and practices result in records and reports which conform to the Generally Accepted Accounting Practices and Requirements of the Governmental Accounting Standards Board. The annual Financial Report is audited and certified by the Indiana State Board of Accounts. The campus expects fiscal resources to continue to be

provided, primarily from student fees and state appropriations, in amounts which will assure continuing fiscal viability.

## Public Information

22. *Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendars; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.*

Information about each of these topics is included in each edition of the *IPFW Bulletin*, and most are also included in the *Schedule of Classes* published for each semester and the summer session. Some are also included in other publications, such as the *IPFW Student Handbook*. This information, along with information required to meet other federally-required consumer disclosure requirements, is also being added to the IPFW Web site.

23. *It accurately discloses its standing with accrediting bodies with which it is affiliated.*

Information about the specialized accreditation of particular degree programs is included in the descriptions of these programs in the *IPFW Bulletin*. Self-study reports and official correspondence supporting these accreditations have been assembled for review by the visiting team in the Resource Room.

24. *It makes available upon request information that accurately describes its financial condition.*

IPFW financial information is included in the Purdue University Financial Report, and this report is a public record. The report is available upon request through the office of the Vice President for Business Services and Assistant Treasurer. The annual campus budget is also a public record and is available in the IPFW library.

## CHAPTER III

### THE CRITERIA FOR CONTINUED ACCREDITATION

*CRITERION ONE: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.*

IPFW was created in 1975 by action of the Indiana University and Purdue University Boards of Trustees as a merger of their respective extension campuses in Fort Wayne. The merger represented the culmination of a twenty-year process, initiated by a group of Fort Wayne citizens who engineered the purchase and construction of a shared campus which had opened in 1964. The formal creation of a merged institution was encouraged by the 1972 NCA accreditation report which criticized the "cumbersome administrative relationship" and "restrictive mission assignments" of a joint university extension center. Each NCA review since has noted the continuing evolution of the institution as IPFW sought to establish its own identity distinct from Indiana and Purdue Universities. The campus is managed by Purdue University under terms of a management agreement between the two universities that is renewed every five years. Officially, IPFW's mission is defined by Indiana University and Purdue University within the parameters for "regional state universities" set by the Indiana Commission for Higher Education. Several events in the last decade have marked a continuing refinement in the articulation of IPFW's mission leading to broad support for a mission statement appropriate to a mature, comprehensive, regional state university. There has been a concurrent refinement in institutional goals and objectives, culminating in the development of a strategic plan in 1996. The plan identified principal goals, "current and continuous priorities," and "longer-term objectives" which together guide program and allocation decisions.

The following discussion (1) chronicles key events over the last decade which mark the continuing refinement and articulation of mission, goals, objectives, and decision-making at IPFW; (2) summarizes strategic institutional goals and objectives as identified by the Strategic Plan; (3) reviews the impact of the Plan on institutional decision-making; (4) describes how institutional goals are communicated to internal and external audiences; and (5) analyzes strengths and ongoing challenges in the Plan's implementation. All cited documents are available in the Resource Room.

#### A Chronology of Continuing Refinement

**1989: *IPFW in the 1990s*.** Developed under the leadership of a new chancellor and referenced in IPFW's 1990 self-study report for NCA, *IPFW in the 1990s: An Urban Strategy* defined a strong urban mission for the campus. Numerous campus task forces were involved in reviewing

comparative data from peer institutions, analyzing external and internal forces, and generating strategic goals and objectives. Although campus leadership changed soon after its dissemination and the plan was never formally adopted, its ideas have been echoed in all subsequent planning documents. *IPFW in the 1990s* described five strategic goals for the campus:

- To develop major academic themes that reflect upon and respond to urban-regional needs.
- To ensure the high quality of the undergraduate academic program and experience.
- To create greater opportunities for access to the benefits of higher education.
- To plan and secure facilities to support the academic master plan.
- To increase alumni and community involvement in the future of higher education in northeastern Indiana.

**1991: IPFW Statement of Purpose.** The IPFW Faculty Senate adopted the "IPFW Statement of Purpose: An Elaboration of the University Mission Statement" (SD 91-6). Although largely descriptive, the 1991 statement makes clear that while IPFW "continues to provide Northeast Indiana with programs linked to and maintaining the special excellences of Purdue and Indiana universities," it has emerged as "a unique institution" with its own goals and objectives and its own base of support and recognition. The Statement of Purpose listed IPFW's long-range goals as:

- continued improvement of undergraduate teaching,
- expansion of library collections and other forms of undergraduate research support,
- increased academic and fiscal autonomy,
- expansion of facilities to accommodate increased enrollment,
- attraction and retention of a more heterogeneous student body,
- increased outside funding of faculty research,
- expansion of graduate programs as warranted by identifiable regional needs, and
- greater integration with the economic and cultural communities of the region.

**1993-1994: NCHEMS Report.** Proposals for making IPFW an independent institution or for making it solely a branch of Purdue University were both put forward preceding the renewal of the Management Agreement in 1993. Each proposal had supporters, and the discussion prompted the Indiana Legislative Council to direct the Commission for Higher Education (ICHE) to "study all matters related to the increased academic and fiscal autonomy of IPFW, the identification of regional needs justifying expansion of graduate programs, and the development and implementation of policies and programs to promote the greater integration of IPFW with the economic and cultural communities of the northeastern region of Indiana." ICHE in turn contracted with the National Center for Higher Education Management Systems (NCHEMS) for a fiscal and academic management study of IPFW. The NCHEMS report, and ICHE's responding recommendations, were released in May 1994. Both supported the continuation of a combined campus managed by Purdue while recommending specific operational improvements: "clear, unambiguous executive leadership for the IPFW campus"; a reaffirmation that Purdue is "singularly responsible" for IPFW's "fiscal and academic management"; revisions in IPFW's services plan to "address improved service to northeastern Indiana"; and recognition by Purdue

that graduate programming at a regional university such as IPFW is different from that at a graduate research university. The gradual incorporation of these recommendations into IPFW's operations have all but ended discussion of further structural change, while at the same time underscoring IPFW's regional service mission. The 1998 renewal of the Management Agreement was accomplished with virtually no changes and little discussion.

**1994-96: Development of a Strategic Plan.** Michael A. Wartell was appointed Vice Chancellor for Academic Affairs in 1993, and was appointed Chancellor in July 1994, soon after the release of the ICHE recommendations. One of his first acts was to direct then-Interim VCAA Fred Kirchoff to begin the process of developing a strategic plan for IPFW. A discussion draft was circulated in March 1995, followed by a consultant-led planning workshop for faculty leaders, senior administrators, and student representatives during the summer of 1995. A second draft was circulated widely during the 1995-96 academic year, and comments were received from key Faculty Senate governance and staff advisory committees, the Academic Officers Council (deans), faculty, community members, and President Beering at Purdue. The third draft was finalized in 1996; a first year progress report was issued in November 1997; and a second year report in November 1999. Echoing earlier statements, IPFW's strategic goals were identified as emphasizing the quality of the academic program, student access and success, and service to northeastern Indiana. A Strategic Planning Committee, composed of representatives from faculty, staff, students, and administration, oversees the implementation and ongoing revision of the Plan. As described below, the institutional goals and objectives outlined in the Strategic Plan have been closely reflected in all subsequent institutional planning efforts and accomplishments.

**1998-Present: ICHE White Papers on Regional Campus Mission.** Beginning in 1998, ICHE has undertaken a series of initiatives aimed at addressing the relatively low rate of postsecondary educational attainment in Indiana. These initiatives have included establishing a community college function in the state through a consortium of Ivy Tech State College and Vincennes University, redefining the mission of the regional campuses, coordinating undergraduate admission criteria for recent high school graduates, coordinating remedial education, establishing parameters for campus housing, and clarifying primary responsibility for workforce development. So far, only the Community College Initiative has come to fruition. IPFW has worked closely with, and been represented by, Purdue University in responding to an ongoing series of White Papers on "Refining Regional Campus Missions" issued by ICHE. These papers proposed parameters for degree programs, housing, admission standards, remedial education, and relationships with the new Community College of Indiana for all regional campuses, including IPFW. Restrictions on degree programs, housing, and remedial education which appeared in the first White Papers have been modified in more recent versions. In general, IPFW supports the broad intention that regional campuses focus on baccalaureate and selected master's degree programs, gradually ceding associate degree programming to the new Community College. IPFW has not, however, supported proposals that limit regional campus remedial education offerings, restrict the ability to provide student housing, or eliminate current associate degree programs which are successful. Discussions with ICHE continue.

**2000: IPFW Faculty Senate adopts new “IPFW Statement of Purpose”.** In March 2000, the IPFW Faculty Senate adopted the new “IPFW Statement of Purpose: An Elaboration of the University Mission Statement” (SD 99-19). The revised Statement is based on the 1996 Strategic Plan and was reviewed as part of the NCA Self-Study process by the Educational Policies Committee of the Faculty Senate, the Strategic Planning Committee, the Academic Officers Council, and the Chancellor’s Executive Staff. Its adoption represents the formal integration of the Strategic Plan into the fabric of university thinking and practice.

## **Institutional Goals and Objectives**

The IPFW Strategic Plan states that IPFW’s core mission is “to provide quality post-secondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment and serving the region.” The vision is “to be a student-centered university with an outstanding faculty and dedicated staff committed to:

Improving Student Success and Access through a focus on

- responsiveness to student needs
- diversity and a respect for individuals

Enhancing Academic Programs and Faculty Achievements through a focus on

- excellence in teaching, scholarship, and service
- free and open inquiry and discussion

Becoming a More Integral Part of Fort Wayne and Northeast Indiana through a focus on

- responsiveness to community and regional needs
- enrichment of the intellectual and cultural life of northeastern Indiana.”

The Plan then outlines specific objectives, sorted under “current and continuing priorities” and “longer term objectives.” Exhibit III.1A. summarizes the principal strategies, priorities, and longer term objectives outlined in the Plan. As reviewed in the mission development chronology summarized earlier in this section, many of these priorities and objectives pre-date the formal development of the Strategic Plan. The Plan is thus an articulation of the long-held values and intentions of the campus. That it speaks to this tradition is perhaps one of its greatest strengths.

Intentionally, the Plan is principled rather than prescriptive, providing a framework of institutional goals and priorities which are to guide the plans and actions of individual schools, departments, and offices. The Plan does not assign specific responsibilities to specific offices; each campus unit, however, is expected to design its own goals and objectives in a manner that will contribute toward realizing the campus priorities. The Office of Institutional Research and Planning prepared First-Year and Second-Year reports which give examples of what those

contributions have been so far. The Strategic Planning Committee also meets periodically to revise the plan and to take stock of accomplishments.

### **Impact of the Plan on Decision-Making**

A review of the annual planning documents of offices reporting to the Chancellor and to each of the Vice Chancellors makes clear that campus units have set their own plans in terms of the goals and priorities identified by the larger university Strategic Plan. In the Chancellor's area, the activities of University Relations and Communications, Alumni, and Development articulate directly with the Plan's priorities on improving the quality and range of communication, alumni involvement, community access and relationships, financial support, and active partnerships in economic development. One of the two Special Emphasis reports of this self-study assesses how well IPFW is meeting its goal of becoming an more integral part of Fort Wayne and Northeast Indiana.

Offices reporting to the Vice Chancellor for Financial Affairs have emphasized priorities dealing with improving staff support, realization of the facilities master plan, continuous improvement of business practices, and the provision of up-to-date information technology to campus operations, student services, instruction, and scholarship.

Service offices under the Vice Chancellor for Student Affairs have focused on priorities aimed at streamlining student access through technology, enhancing advising and career counseling, providing support services, encouraging diversity, and developing an enrollment management orientation. One of the two Special Emphasis reports of this self-study is an assessment of how effective the streamlining has been.

Since the adoption of the Strategic Plan, the Vice Chancellor for Academic Affairs has required the deans to report their school/division's plans in terms of the campus goals for student access and success, academic program and faculty enhancements, and integration with the city and the region. Results, some of which build on efforts that predate the Plan, include activities to address student academic preparation, the first-year experience, academic advising, and campus diversity. The priority to enhance academic programs has resulted in successful re-accreditation of professional programs, the implementation of a learning assessment program, the establishment of a program-review process, and the creation of new centers of excellence to integrate scholarship, instruction, and service. Faculty initiatives include a new faculty development program to support teaching (CELT), expanded research recognition and support, more competitive starting salaries, and an emphasis on mentoring junior faculty. Efforts to serve regional needs include the adoption of new master's programs, plans for new degree and non-credit programs serving regional needs, expansion of distance education through online courses, expansion of course sites, and the establishment of departmental/school community advisory councils.

This brief review should make clear that the goals and priorities of the Strategic Plan are well integrated into the plans and actions of each unit within the University. Specific campus

accomplishments are associated with each of the identified priorities, and progress has been made on many of the longer-term objectives. The normative nature of the Strategic Plan has been effective in getting priorities addressed. More direct assessment or Plan refinement, however, has not yet been regularized.

### **Communication of IPFW's Mission and Purposes**

IPFW's mission and purposes are communicated externally through the Strategic Plan and through publication of the "IPFW Statement of Purpose" in both the undergraduate and graduate Bulletins, in IPFW's Web pages, annual reports, *Alumni News*, and other official university publications and media outlets. The emphasis on access, quality, and community permeates all of the Chancellor's public statements and is reflected in school, division, and departmental newsletters and communications. The new campus logo is a stylistic example of carrying the message of IPFW's mission to the public. The design is intended to speak to quality by acknowledging IPFW's unique relationship with both Indiana and Purdue Universities and at the same time to community by portraying the three rivers which define the institution's geographic service region.

Internally, the mission and purposes of the campus are integrated into the goals and activities of every campus office, division, school, and department through campus budget and planning processes. The Chancellor and Vice Chancellors make clear that each unit is expected to contribute to student access and success, faculty and program quality, and community integration. These priorities are expressed in individual unit plans and in subsequent budget allocations.

### **Conclusions**

1. The past decade saw the continuing refinement of IPFW's unique institutional mission, culminating in the adoption of a "Statement of Purpose" and a Strategic Plan appropriate to a mature, comprehensive, public regional university.
2. The generally successful implementation of the Strategic Plan indicates campus understanding of the three goals of student access and success, enhancing academic programs and faculty accomplishment, and greater community involvement.
3. Questions about the unique management structure of IPFW appear, for now, to be closed.
4. IPFW widely publicizes itself and its mission of access, quality, and community to the region and is attracting community support for its comprehensive role.
5. IPFW is an active participant in state policy discussions which could affect the future development of the university.

## Continuing Challenges

1. State policy changes, particularly related to establishing the new Community College of Indiana and the related proposed changes in the mission of regional campuses, could have a significant impact on IPFW.
2. While the issue of structure appears to be closed for now, IPFW's unique academic organization requires ongoing attention to preserving valuable aspects of IPFW's academic relationships with both Indiana and Purdue Universities.
3. The largely normative nature of the Strategic Plan, as opposed to a detailed action plan, means that progress is not easily assessed. Nor does the current oversight structure provide for a systematic means of revising the Plan.

Exhibit III.1.A. IPFW STRATEGIC PLAN

<u>Vision</u>	Improving Student Access	Improving Student Success	Enhancing Academic Programs	Enhancing Faculty Achievement	Becoming a More Integral Part of Fort Wayne and Northeastern Indiana
<u>Strategies</u>	<p>Foster recognition of value of higher education</p> <p>Simplify application and enrollment processes</p> <p>Offer programs at times and places which meet student needs</p>	<p>Provide a broad range of support services</p> <p>Attend to the special needs of non-traditional and under-represented students</p> <p>Support students who encounter academic and personal difficulties</p>	<p>Emphasize current scholarship in each program area</p> <p>Recognize and incorporate innovations in teaching</p> <p>Meet accreditation criteria</p>	<p>Attract highly qualified faculty</p> <p>Foster improvement in teaching</p> <p>Support basic and applied scholarship</p> <p>Provide opportunities for professional development</p> <p>Recognize faculty accomplishment</p>	<p>Make efforts to meet current and emerging needs</p> <p>Support economic development efforts</p> <p>Enrich intellectual and cultural lives of northeastern Indiana residents</p> <p>Develop partnerships with business governmental education, and cultural organizations in the area</p>

<p><b>Current Priorities</b></p>	<p>Improve kinds, quality, and range of communication to students and to the public</p> <p>Improve technology to support access to records, computing facilities, and classrooms and laboratories</p> <p>Expand summer school, Weekend College, and distance education</p>	<p>Focus first-year students, with retention as the measure of success.</p> <p>Maintain climate which values diversity and increase campus diversity</p> <p>Encourage student involvement through enhanced cultural, academic, and recreational offerings</p> <p>Support advising, personal and career counseling, supplemental instruction, mentoring, tutoring, and math and writing skill development</p>	<p>Support participation in professional development; support curriculum development</p> <p>Provide and continually expand the quality of library resources</p> <p>Support innovations in teaching, especially expanded use of technology</p>	<p>Reinforce role of university as community of learners committed to free and open inquiry and guided by broad participation in shared governance</p> <p>Expand efforts to identify opportunities for external support</p> <p>Support integration of scholarly and instructional goals</p> <p>Promote student involvement in scholarly activity, in internships and co-op, and in the Honors Program</p> <p>Make effort to develop faculty leaders</p>	<p>Expand public services provided by Helmke Library</p> <p>Expand linkages with area colleges and secondary schools</p> <p>Expand opportunities for high school students to enroll in IPFW courses and earn credit for other advanced-study programs</p> <p>Expand offerings of public service special events, performances, art exhibitions, and continuing education programs</p> <p>Promote quality of IPFW programs and services and opportunities provided to area residents</p> <p>Promote participation by IPFW faculty, staff, and students as community volunteers and opportunities for volunteers on campus</p>
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	Improving Student Access	Improving Student Success	Enhancing Academic Programs	Enhancing Faculty Achievement	Becoming a More Integral Part of Fort Wayne and Northeastern Indiana
<p><b>Longer Term Objectives</b></p>	<p>Expand funding for scholarships</p> <p>Apply appropriate technologies to all services provided to students</p> <p>Pursue opportunities for student housing and learning communities for non-residential students</p>	<p>Enhance ability to analyze, forecast and evaluate admissions, enrollments, retention and graduation.</p> <p>Sustain high levels of quality staff through competitive salaries, staff development, better evaluation, and recognition of superior performance</p> <p>Expand support for out-of-class activities</p> <p>Promote student participation to develop leadership skills, personal interests, and community service</p> <p>Expand student activities and offerings in Walb Union</p>	<p>Support continuous improvement through implementation of program assessment and evaluation</p> <p>Support development of enhanced student and institutional information systems</p> <p>Pursue development of new academic programs</p> <p>Promote integration of multicultural perspectives in the curriculum</p> <p>Enhance role of general education, including in associate degree programs</p>	<p>Establish competitive salaries, mentoring programs for junior faculty, and enhance faculty diversity.</p> <p>Promote recognition of superior performance, support for faculty seeking promotion to full professor, and expand endowed professorships</p>	<p>Improve the fit between community and regional needs for college graduates and IPFW programs by expanding role of community advisory councils at school/division and program levels.</p> <p>Promote faculty expertise and other services IPFW can provide to business, industry, education, and government in the region</p> <p>Demonstrate the improvements in service to the region that could be realized by achieving equity in state support for the campus</p> <p>Promote IPFW's role in economic development by providing educational programs for employees</p>

	Improving Student Access	Improving Student Success	Enhancing Academic Programs	Enhancing Faculty Achievement	Becoming a More Integral Part of Fort Wayne and Northeastern Indiana
<p>Longer Term <u>Objectives</u> (continued)</p>					<p>Facilitate easy access to the campus through development of a visitor center, enhanced visitor services, improved signage, and improved access to ticket sales.</p> <p>Expand financial support from individuals and organizations for programs which address goals shared by donors and IPFW.</p> <p>Expand opportunities for alumni to participate in campus events, lifelong learning, academic programs, and recruitment.</p> <p>Expand partnerships with business, governmental, educational, and cultural organizations and publicize the results of joint efforts.</p>

*CRITERION TWO: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.*

This section describes the governance and budgetary structure and the human, financial, and physical resources of Indiana University-Purdue University Fort Wayne (IPFW). The programs, services, and activities are conducted by the appropriate units of the organization. Efforts to improve the organization and deployment of resources are discussed in more detail in the section of this chapter which addresses Criterion Four.

### **Institutional Governance and Administration**

The Indiana Commission for Higher Education (ICHE) is a fourteen-member public body created in 1971 to (a) define the educational missions of public colleges and universities, (b) plan and coordinate Indiana's state-supported system of post-high school education, (c) review budget requests from public institutions and the State Student Assistance Commission, and (d) approve or disapprove for public institutions the establishment of new programs or expansion of campuses. The Governor appoints twelve members, each representing a Congressional District, to serve terms of four years. In addition, the 1990 legislature added a student and a faculty representative who are appointed by the Governor for terms of two years. The Commission is not a governing board; it is a coordinating agency that works closely with Indiana's public and independent colleges ([www.che.state.in.us](http://www.che.state.in.us)).

The Trustees of Indiana University have been charged by the Indiana General Assembly with a wide range of policy- and decision-making authority to carry out the programs and missions of the University. The number of Trustees has been nine since 1975 when provisions were made for a full-time student to be appointed by the Governor for a two-year term. Six trustees (including the student member) are appointed by the Governor; three are elected by Indiana University Alumni, and their appointments are ratified by the Governor.

The Purdue University Board of Trustees consists of ten members appointed by the Governor. Three of the ten trustees, one of whom must be a graduate of the School of Agriculture, are selected by the Purdue Alumni Association. Among the seven other trustees, two must be involved in agricultural pursuits and one must be a full-time student. The student serves a two-year term; other trustees serve three-year terms.

The Boards of Trustees establish the general direction and institutional policies. They also appoint the presidents. Myles Brand and Martin Jischke are the presidents of Indiana University and Purdue University, respectively. Dr. Jischke was appointed to the Purdue presidency upon the retirement of Dr. Steven Beering in August 2000.

The 1998 Management and Academic Mission Agreement, accepted by the trustees of both Indiana University and Purdue University, confirms the institutional academic mission assignments and identifies Purdue University as IPFW's fiscal and managerial agent. The

chancellor, as the IPFW chief executive officer, is appointed by and reports to the Purdue president, who is to consult regularly with the Indiana president on major matters affecting the campus. The agreement is revised every five years and the current agreement continues until July 1, 2003. The current Management Agreement is shown in Appendix IV.

The administration of IPFW is led by Chancellor Michael A. Wartell. Reporting to the Chancellor are the offices of the Vice Chancellor for Student Affairs, the Vice Chancellor for Academic Affairs, and the Vice Chancellor for Financial Affairs, as well as a small number of central administrative offices. The organizational structure defines the reporting lines for the academic schools, divisions, and departments and the administrative offices on the campus. An organizational chart is included in the *IPFW Statistical Profile*, which is available in the Resource Room.

Chancellor's and Vice Chancellor's committees have been organized to address a range of topics, including academic advising; affirmative action; aging and the aged; people with disabilities; care, use, and housing of animals; biological hazards; communication; safety; diversity; enrollment management; faculty and staff orientation; HIV/AIDS; honorary degrees; human subjects; information technology; publications; radiological control; scholarship and financial aid; substance abuse; traffic appeals; and wellness. The complete 1999-2000 list of committees is provided in the Resource Room.

The Management and Academic Mission Agreement also established the Community Advisory Council (CAC), with nine members serving three-year staggered terms. The presidents of Indiana and Purdue and the IPFW Chancellor each appoint three members to the CAC. One member appointed by each president must be a trustee of that university. One of the Chancellor's appointees must be an IPFW alumnus. The CAC meets periodically to perform its responsibilities under the Agreement and, in consultation with the Chancellor, to address questions relevant to the operation, future development, and budget requests of the IPFW campus.

**Faculty Governance and Committees.** The current faculty governance system, which unites the Indiana and Purdue components on this campus, was established in 1981; its basic structure and powers have remained essentially unchanged. The Fort Wayne Senate and its committees bring administrators and faculty together as members engaged in a common enterprise and seek to promote cooperation and consensus. During the period under review, the faculty governance system has sometimes been a forum for some faculty to express objections to campus and Purdue University policies and decisions.

The Fort Wayne Senate enjoys broad faculty support. Attendance of members is high, and business is efficiently organized. The Senate fulfills its delegated responsibilities with general good will. Although this body meets each month during the academic year and has bylaws that provide for additional sessions and special meetings, important business is often left unresolved until the March and April meetings. Some structural changes on important committees and

subcommittees would be useful in overcoming this trend. The Vice Chancellor for Academic Affairs is looking for some ways to address this issue.

Senate actions are recorded in the formal approval of Senate Documents. Senate Reference documents provide background information for senators and the faculty at-large. While Senate documents are generally recommendations to the administration, high priority is placed on the development of Senate policies which can be implemented ([www.ipfw.edu/senate/](http://www.ipfw.edu/senate/)).

The Senate's major priorities were recently described by Dr. Michael C. Downs, immediate Past Speaker of the IU Faculty, as efforts to develop (a) more extensive applications of technology to the campus mission, (b) greater autonomy within the Indiana and Purdue University systems, (c) equity in the campus share of state-allocated resources for higher education, and (d) assessment and improvement of campus courses, programs, and services. The Faculty Constitution and the Senate Bylaws are available in the Resource Room.

**Staff Governance.** The Administrative Staff Council (ASC) serves as (a) a formal communications link with the Chancellor to present administrative staff views, positions, and interests; (b) a consultative body for the Chancellor on matters of policy affecting the operation of the campus; and (c) a formal means of communication among administrators of IPFW. The eight members of the steering committee are elected from the voting membership for staggered two-year terms. The ASC sponsors such projects as the Administrative Excellence Award, the annual Recognition Luncheon, dependent scholarships, and an information table for students during the first week of classes in the fall and spring semesters ([www.ipfw.edu/asc/](http://www.ipfw.edu/asc/)).

The IPFW Clerical and Service Staff Advisory Committee's (CSSAC) purpose and responsibilities are to (a) provide members of the clerical and service staff with a means of participation through suggestion and advice in the formulation or change of policies affecting conditions of employment; (b) provide an effective means of communication between the clerical and service staff and the administration; and (c) act in an advisory capacity and make recommendations to the Human Resources office, which is responsible for planning and recommending policies concerning personnel and staff benefits. There are twelve area representatives, with co-chairs drawn from clerical staff and service staff employees. CSSAC sponsors such projects as the Pride Plus awards, presented annually to one service and one clerical staff member, a Recognition Luncheon, employee grants, scholarship opportunities, and a saleable skills and emergency ride list. ([www.ipfw.edu/cssac/](http://www.ipfw.edu/cssac/)) CSSAC and ASC have co-sponsored the annual Summerfest activities day on campus each summer, as well as co-sponsoring a Student/Employee Discount Program with IPFW Student Government.

The University Council was created by Chancellor Wartell in 1997 to (a) serve as an advisory group to the Chancellor, (b) provide input into decision making regarding university priorities and efforts, (c) improve communication among campus constituencies, and (d) improve awareness of activities and purposes of these constituencies. The members of the University Council include the staffs of the Chancellor, Vice Chancellor for Financial Affairs, Vice

Chancellor for Student Affairs, and Vice Chancellor for Academic Affairs, as well as representatives from ASC, CSSAC, Student Government, and the Senate.

**Student Government.** The Indiana-Purdue Student Government Association (IPSGA) is the official voice of the student body and is pledged to uphold and safeguard the academic and individual freedoms of all students. IPSGA consists of four branches covering all aspects of student life. The executive branch consists of the officers. The Student Senate is the legislative branch and is responsible for student concerns and student services fee allocations. The Student Activities Board (SAB) is responsible for activities programming. The Judicial Court serves as the court of appeals in all matters pertaining to IPSGA. IPSGA, along with other student organizations, operates on an annual budget provided by funds generated by the student-service fee. The athletics program receives 60 percent of the total student services fees collected. IPSGA is responsible for making recommendations to the university for allocating the remaining 40 percent. Information about the IPSGA is included in the *1999-2000 Student Handbook and Planner*, which is available in the Resource Room.

### **Institutional Resources**

**Personnel Resources.** Procedures for recruitment and selection of faculty are articulated in Office of Academic Affairs Memoranda. Promotion and tenure policies are found in various school, division, and department documents in addition to Fort Wayne Senate Documents 88-13, 88-25, and 94-3. Office of Academic Affairs Memorandum 99-1 contains the promotion and tenure dossier format guidelines. The Academic Handbook of Indiana University and the Faculty and Staff Handbook and related Executive Memoranda of Purdue University provide information about promotion and tenure as well as other academic policies that augment the policies found in Fort Wayne Senate documents. IPFW conducts formal searches for faculty and senior administrative staff using procedures outlined by the Affirmative Action office. Expectations for credentials and previous experience follow national standards, with senior administrative staff expected to hold at least a master's degree.

Recruitment for entry-level administrative staff, clerical and service staff, and associate faculty relies on local advertising. Appropriate levels of education and experience are specified, with nearly all associate faculty expected to hold master's degrees. Small numbers (20-30) of graduate assistants are appointed each year, some in teaching positions.

In Fall 1999 IPFW employees included the following:

Regular Faculty	334
Associate Faculty	307
Administrators	204
Clerical Staff	165
Service Staff	<u>133</u>
Total	1,143

Personnel policies for clerical, service, and administrative staff may be found in the *Purdue University Staff Handbook*. Policies for faculty may be found in related Senate documents and their respective university handbooks.

## **Financial and Physical Resources**

**Financial Resources and Budgeting.** As noted earlier, the Management Agreement specifies that Purdue University is responsible for the Fort Wayne Campus. As such, the IPFW request for state appropriations is submitted through Purdue University. IPFW is, however, a separate line item in the state budget appropriation bill.

The operating budget process begins with projecting revenues and fees for the upcoming period. Based on expected revenues, an expenditure budget plan is developed. There is widespread input into development of the expenditure budget plan. Unit and department heads submit their needs to their deans/directors, who then prioritize the needs and pass them on to their respective Vice Chancellors. At the appropriate time, the Vice Chancellors meet with the Chancellor and the Chair of the (faculty) Senate Budgetary Affairs Subcommittee to review the needs and decide, based upon monies available and campus goals, which priority needs can be met and included 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, and 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 (Social Security, group insurance, and retirement programs). Then follows consideration of other priority needs, such as salary increases, supply budget increases, library and technology support, new positions, and program initiatives. Depending upon expected revenues for the period and overall campus priorities, reallocation of existing budget resources may be factored into the budget plan. The Purdue University Budget Summaries provide an overall view of the budget and are available in the Resource Room. The state also provides (a) new facility funds through a somewhat separate capital budgeting process and (b) renovation funds through a formula which 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 48 percent of the total campus revenues, down from nearly 60 percent ten years ago. As state support has declined, the portion of the general fund revenue budget coming from student fees has correspondingly increased. Exhibit III.2A. provides a summary of recent budget data. IPFW has not been alone among Indiana public universities in experiencing a relative decline in state support.

Further complicating the issue of state support is the fact that appropriations per in-state FTE have varied widely among the state universities. IPFW ranked third from the bottom among regional campuses in the state in terms of per-FTE funding. In recent years, proposals have been

made to the State legislature in support of a more equitable approach to higher education funding. These issues were recognized by the State legislature, and funding adjustments brought an additional \$618,900 state appropriation to the campus for fiscal year 2000-2001. Exhibit III.2B. provides a report of current appropriations for the respective campuses. IPFW has included a request for a further equity adjustment in the budget request for the upcoming biennium.

**Other Financial Resources.** Grants and contracts regularly exceed \$1 million on an annual basis, which is larger than the sum of such funds at all of the other regional campuses in Indiana. Overhead funds derived from these sources are used to provide matching funds for future grants and to support research activities in other areas. Among the several auxiliary enterprises, parking operations are the largest, and income from parking fees and traffic fines is dedicated to the continued improvement of roadways and parking facilities. Gifts to IPFW, generally received through the Indiana-Purdue Foundation, are used for the purposes designated by the donors, including student scholarships, departmental support, capital projects, and modest amounts of discretionary funds.

**Physical Resources.** Over the past 35 years, the IPFW campus has grown from a community of a few thousand students in one building to a major campus with 10,000 students, 10 academic buildings, and several support structures. The physical growth over this time has been guided by a facilities master plan developed by Johnson, Johnson and Roy in 1967. Rundell Ernstberger Associates updated this master plan in 1997.

The IPFW campus is situated on the east bank of the St. Joseph River and enjoys a pleasant physical relationship with the river, including an inlet that delineates the north and south campus areas. Located adjacent to the river, the campus is well drained, but has been susceptible to flooding, and construction in some areas is subject to flood plain restrictions.

The character of the main campus is somewhat pastoral, especially in contrast with the increasingly commercial nature of the surrounding community. This growing separation in character is envisioned as a positive phenomenon, as it contributes to the identity of the campus. Future development is generally expected to build on this trend. Plans for the development of the McKay farm area are designed to preserve wooded areas and to include buffers between campus activities and nearby commercial and residential areas.

A portion of the campus property is separated from the main campus by Crescent Avenue. Plans for this essentially undeveloped triangular area include student housing and facilities which support community partnerships. Additional information about these plans included in the Community Connections special-emphasis section of this self-study report.

**The Mission.** The mission of the campus facilities is to serve the academic mission of the institution. State appropriated repair and rehabilitation funds are provided annually to support maintenance and renovation projects.

**The Campus.** Since the last accreditation, the campus has had significant growth. Academic buildings now total 971,351 gross square feet, and non-academic buildings total 571,844 gross square feet, for a total gross square footage of 1,543,195. In the last ten years, the following buildings have been added:

<u>Building</u>	<u>Date</u>	<u>Gross Square Feet</u>
Visual and Performing Arts	1992	44,898
Williams Theatre	1992	28,931
Engineering/Technology	1995	82,435
Science Building	1997	117,070
Parking Garage #2	1997	290,094
Science Building Greenhouse	1999	2,010

Campus land areas encompass 565 acres as follows:

Main Campus	213 Acres
McKay Farm	153 Acres
Triangle Property	80 Acres
Riverbank Land	74 Acres
Other Acreage	45 Acres

**The Infrastructure.** The IPFW campus has a complete roadway and parking system. Campus entrances exist at Coliseum Boulevard, Crescent Avenue (at two locations), and St. Joe Road. Surface parking lots and two parking structures are distributed throughout the campus, primarily at the perimeter. Currently, no building is very far removed from parking. It is anticipated, however, that campus growth will reinforce this pedestrian character.

Electrical power, natural gas, chilled water, and data and communication lines serve all major buildings on campus. A central utility corridor is a key feature of the campus master plan. The campus infrastructure includes the following:

Parking Lots	1,157,420 Square Feet
Roadways	18,470 Lineal Feet
Sidewalks	20,355 Lineal Feet
Underground Piping	40,500 Lineal Feet

**Walter E. Helmke Library.** Ten professional librarians and 13.5 FTE support staff in Helmke Library assist students, faculty, and area residents who are seeking information in or through the library. Realizing that the library, other libraries, and Internet resources are parts of a complicated information environment, the staff seek to make each search as fruitful and efficient as possible. Library staff suggest how to plan and begin a research project, teach how to use electronic and printed resources, and help evaluate and locate materials housed in the library or retrieved from afar. The Service Desk is a centralized point for assistance. Librarians are available on an appointment basis to teach information-literacy skills and provide private research assistance to individuals.

Helmke Library is a member of the Indiana University library system. The online catalog —IUCAT— lists books and other materials held in all of the IU libraries. The catalog includes more than 300,000 book and serial volumes owned by Helmke Library, as well as more than 200,000 government publications. The catalog is available electronically via the Internet 24 hours a day, 7 days a week.

The library's Web site ([www.lib.ipfw.edu](http://www.lib.ipfw.edu)) features a wide variety of databases and indexes, including over 60 proprietary databases, to help locate journal and newspaper articles or statistical information. Many items are accessible in full-text format.

Through the library's document delivery services on the Web, students and faculty can request books and articles not owned by Helmke Library. This free university service normally takes one to three weeks. Articles are scanned and posted to a password-protected area of the Web for quick retrieval by students and faculty anywhere in the world. Course reserves are also accessible on the Web through the *ReservesEXpress* system. Scanned images of most required readings are available for printing from any computer, any time.

A self-guided library tour and a selection of guides describing basic search strategy tips, course-related resources, and library policies and procedures are also found on the library's Web site. Special facilities in the library include a 24-hour study/snack lounge, a group-study room with a networked computer, a 25-station student-access computing lab, a science information center, and an electronic information training center that seats 24 students.

The library's budget grows at the rate of two-to-four percent each year and is supplemented by an endowment with a market value of over \$3 million. In the past three years, the Chancellor has added an additional \$50,000 to the base budget each year to help meet the rising cost of serials. A recent fund drive (The Campaign for Helmke Library) attained its goal of \$1.5 million. Of that, approximately \$350,000 was earmarked for a community-wide, shared-access project and \$500,000 was earmarked for capital improvements. The University is now seeking state funding to expand the library through a 28,000 square foot addition.

**Computing Resources for Teaching and Learning.** Computing resources for teaching and learning include at least five types of resources: (a) faculty office workstations, (b) LRC mobile classroom-computing stations and single-station classrooms/lecture halls, (c) general academic multi-station classrooms, (d) departmental multi-station classrooms and labs, and (e) student-access computing resources (labs, e-mail system, webspace, and quick-stations). Current facilities are described on the Information Technology Services Web site ([www.its.ipfw.edu](http://www.its.ipfw.edu)).

Faculty office workstations are regularly updated, although some departments feel constrained by the inadequacy of campus budgets to meet the demand for upgrading computer equipment. A number of faculty workstations were upgraded as a result of Y2K preparedness projects. A portion of the state (non-recurring) technology funding during the past two years has been allocated to address workstation replacements. The Information Technology Policy Committee (ITPC) has committed, through principles for the use of state technology funding, to the regular

allocation of a percentage of available funds to faculty and staff workstation upgrades to supplement departmental funding.

For the past several years, the ability to conduct a computerized presentation in any classroom has been served by Learning Resource Center (LRC) mobile computing stations. Information Technology Services (ITS) has worked with LRC to provide network connections in classrooms so that these presentations may include Internet demonstrations and connection to the faculty member's network drives, and to assure standard software and network configurations. A review in Spring 2000 revealed that 93 percent of classrooms were network capable. With the opening of the Science Building in 1998, two classroom/lecture halls (SB 168 and 185) were equipped with a single-station permanent computer and projection system to support teaching in these rooms using technology. Continuing growth in the use of LRC mobile computing stations led to a decision to allocate funds and place instructor computer stations permanently in several other classrooms. A survey of faculty who teach in the high-use rooms helped guide the selection of equipment for the rooms, and the results of the study are available in the Resource Room. Plans call for the installation of similar equipment in all of the other lecture halls.

Three computer classrooms support teaching in a multi-station setting. The software in these rooms is configured identically to the student-access computing labs for ease in teaching and consistency in student assignments. The use of these rooms continues to increase. Faculty identified a need for another multi-station classroom, and Neff B73 was added in 1998, with times reserved for training programs. IT Services is developing a proposal to add more multi-station computer teaching classrooms for general academic scheduling and to add another multi-station computer classroom dedicated to training programs.

Departmental computer classrooms and labs provide specialized resources, often with discipline-specific hardware and software configurations. Rapid growth in the number and complexity of these facilities has created new needs for funding for regular software and hardware upgrades and for support for these facilities. The Academic Officers Committee (AOC) has determined that these types of labs should be created only when this is the only way to address unique needs. Funding should follow the regular equipment-request process, with priorities set by the deans. The VCAA and IT Services have agreed on a three-tier support model which describes the respective responsibilities of the department and IT Services.

The five-year plan for student-access computing resources was initiated by a 1995 Student Government Referendum in support of a Student Technology Fee, and the objectives in the plan are nearly completed. Priorities and expenditures have been guided by the "Policy on Use of Technology Fee Funds," which is available in the Resource Room. The number of available student-access computing workstations has almost reached the target of 300 by Fall 2000. Core services also include the student e-mail system, which is now used by 56.6 percent of all students, student webspace, which is used by a small percentage of students and is growing as a class requirement, standard word processing, spreadsheet and graphics software in the student access computing labs, and discounted site-licensed software for home use (Microsoft and Corel Office suites).

**Athletics.** IPFW is a member of Division II of the NCAA and of the Great Lakes Valley Conference (GLVC) and sponsors 16 sports teams. Men's volleyball is a member of the Midwest Intercollegiate Volleyball Association (MIVA) and competes primarily against Division I schools. All programs operate under university, conference, and NCAA guidelines. The Subcommittee on Athletics (SCOA) reports to the Student Affairs Committee of the Senate and serves as an advisory committee to the Chancellor. Its primary roles are schedule and budget oversight, eligibility issues, and service as the connection between the faculty and the athletic director. SCOA normally meets each month and includes faculty, staff, and student members. Faculty members are elected by the Senate, and the other members are appointed by the Chancellor or IPSGA. IPFW has announced a move to Division I affiliation and has begun the transition process.

The intercollegiate athletics program has a mission statement which has been approved by the Chancellor. Reaching academic goals and maintaining high graduation rates are among the principal objectives of the university, the program, and the coaching staff. The overall grade point average of student athletes exceeds that of the general student population. The Faculty Affairs Representative, department compliance officer, and academic advisors are responsible for the development of a strong academic support program.

The department is working toward compliance with Title IX guidelines. In 1999, the university added women's soccer to provide gender balance, and a women's softball field was added to equalize facilities. The Senate has also approved the addition of both men's and women's indoor and outdoor track and field. As mentioned above, the University has announced a move to Division I status. This effort has strong community support and financial backing. Student Government passed a motion in support of this move, the SCOA endorsed it, and the Student Affairs Committee endorsed it. The Senate has discussed the initiative and has asked for additional information about the financial implications. An updated financial plan and rationale has been prepared, and the issue will be discussed again this year.

Nearly 200 student athletes participate in the intercollegiate athletics program, which is housed in the Hilliard Gates Sports Center. The Sports Center includes

- A three court gymnasium with a 2,700 seating capacity
- Five volleyball courts
- A collapsible batting cage for baseball and softball
- Flexibility to convert two courts for indoor tennis or badminton
- 1/9 mile track with rubber tartan surface
- Five racquetball courts, two with walleyball capabilities
- 4,000 square foot fitness center equipped with conditioning equipment
- 1,300 square feet suspended wooden dance floor
- Two classrooms and a 57-seat amphitheater
- A conference room
- Royal Dons reception and trophy room

In addition, outdoor facilities include:

- 14 soccer fields
- 3 small side soccer fields
- Baseball diamond and practice fields
- 4,000 and 5,000 meter cross country courses
- Softball diamond
- 6 lighted tennis courts
- 1 recreational sand volleyball pit

**Safety.** IPFW is concerned about the safety and welfare of all campus members and guests and is committed to promoting a safe and secure environment to the campus community. The IPFW University Police work and patrol on campus 24 hours a day, 7 days a week, 365 days a year. The staff consists of 11 commissioned police officers, 3 security officers, and 3 dispatcher/clerks. Police officers possess full police powers on all property owned or occupied by the university. Police and Safety works closely with local law enforcement agencies and solicits information on any student criminal activity at off-campus locations. Through an agreement with the City of Fort Wayne, Police and Safety's Police Officers have secondary jurisdiction throughout the city. There are 37 emergency phones with distinctive blue lights located in parking garages and around the campus grounds. Emergency telephones are also available in building elevators and the athletics center. Assistance in unlocking vehicles and providing jump starts is available for stranded motorists. Escort services are available 24 hours a day for students and staff. Crime prevention and self-defense lectures and seminars are also available. The University Police distributes annual and quarterly crime reports to the campus community ([www.phyplt.ipfw.edu/POLICE/Police.htm](http://www.phyplt.ipfw.edu/POLICE/Police.htm)).

**Radiological and Environmental Management (REM).** The University, its staff, and students are required to comply with health, safety, and environmental laws and regulations issued by the Occupational Safety and Health Administration, Nuclear Regulatory Commission, Environmental Protection Agency, Department of Transportation, Indiana State Department of Health, and others, as well as related university policies, procedures, and instructions. The Office of Radiological and Environmental Management (REM) is a division of the Physical Plant at IPFW. The REM representative serves as the consultant to the University community in the areas of construction safety, environmental health, hazardous materials management, industrial hygiene, radiation safety, and occupational safety. Working as a resource to faculty and staff through outreach and training, the REM representative is responsible for monitoring compliance with various state, federal, and university regulations involving environmental, health and safety issues, including asbestos management, worksite safety, biohazard safety, bloodborne pathogens, general environmental health, potable water, tuberculosis awareness, hazardous chemical management, emergency spill response, confined space, respiratory protection, hazard communication, indoor air, exposure monitoring, noise, lab safety, radiation safety training, radiation surveys and laboratory safety, building inspections, ergonomics, and general safety.

## Programs, Services, and Activities

**Academic Programs.** The latest lists of academic programs are available in the undergraduate and graduate editions of the *IPFW Bulletin*. Proposals for new degree programs are reviewed initially by the originators and forwarded through channels to the academic unit and then to campus-level committees before reaching the Vice Chancellor for Academic Affairs and the Chancellor. The next level of institutional approval includes the university systems and trustees. Authorization for implementation and final approval comes from the Indiana Commission for Higher Education (ICHE).

The current inventory of degree programs includes 40 associate degree programs, 93 baccalaureate programs, and 21 master's degree programs. These numbers represent net increases, respectively, of 13, 22, and 8 during the past decade. At the time of the 1989 self-study, implementation of the academic reorganization at IPFW was a recent event. Relatively few adjustments have been made in the academic structure since that time. Among the changes in program offerings have been the elimination of programs in low student-demand areas, including a human resources bachelor's degree, a human services associate's degree, and an associate's degree in marketing. Programs have been established in areas of high student demand, including a minor in Mild Disabilities, a master's degree in Applied Computer Science, and a master's degree in Nursing Administration.

The 1994 adoption of General Education requirements for baccalaureate degrees initiated a new curricular era. Since that time, guidelines have been developed and refined, and a review of the program was completed in Spring 2000. The review resulted in further refinement of the program to include more specific definitions of the required areas of learning, addition of a computer-literacy requirement, and the establishment of general education requirements for associate degrees.

**Academic Enhancement Programs.** IPFW has several programs for the enhancement of academic success. These programs include cooperative education, seven honor societies affiliated with national organizations, an academic Honors Program, the National Student Exchange Program, the Office of Undergraduate Research and Creative Endeavor, study abroad opportunities, and 35 student academic clubs and organizations. These programs and organizations are described in the campus *Bulletin* and the *Student Handbook*, which are available in the Resource Room.

**Support Services.** IPFW has numerous academic support services. These services include African American Student Support Services, Dean of Students, Financial Aid and Scholarships, Hispanic Student Support Services, International Student Support Services, Learning Resource Center, Multicultural Services, Employment Services, Registrar, Services for Students with Disabilities, Academic Counseling and Career Services, Student Employment Services, Testing Services, Transitional Studies, Veterans' Services, Personal Counseling, Health Services, Short Term Loans, Vice Chancellor for Student Affairs, and Walter E. Helmke Library. Information

about these programs is included in the campus *Bulletin*, *Schedule of Classes*, and the *Student Handbook*, all available in the Resource Room.

Several of these programs and services have been developed since the last self study or have been enhanced significantly. Most of these programs also incorporate regular evaluations, with the results used to improve the services.

**Center for Women and Returning Adults.** The IPFW Women's Center was established in 1986. In 1990, the Center for Women and Returning Adults celebrated a new name, a new mission, and a new director. Currently, the Center has a full-time director who reports to the Dean of Students and a full-time secretary (both changes since 1990). The Director also supervises the Child Care Center. The Center provides various services including admissions and financial aid assistance, career and personal guidance and mentoring, childcare referral, community outreach and referrals, fund-raising, workshops, newsletter, and a Web site ([www.ipfw.edu/cwra/](http://www.ipfw.edu/cwra/)). The office administers fall and spring orientation programs for new and returning adult students.

**Child Care Center.** The present Center opened in Fall 1995 in a renovated building at the intersection of Stelhorn and Hobson. Child care arrangements had been developed from responses to a survey undertaken by the Child Care Task Force, which is available in the Resource Room. The Center began with two classrooms and a playground and was designed to house children ages two through twelve on a part-time basis. The Center has grown to a current average enrollment of 150 children during fall and spring semesters and 50 -75 during the summer sessions. From the beginning, the goal of the Center has been to meet the childcare needs of students at IPFW. The Center is partially supported by student activity fees allocated by Students Government. A third classroom was added in 1998, and a multi-purpose room was added last summer. New playground equipment and toys are added through grants and fund-raising. The addition of a third full-time teaching position has improved staffing.

**Continuing Studies.** The Division of Continuing Studies (CS) contains three programming units: non-credit programs, credit/off-campus programs, and an Indiana University systemwide academic degree program, General Studies. The mission of Continuing Studies is to be recognized as an integral part of the northeast Indiana community and as a partner of choice in delivering quality lifelong-learning programs. During the past year, CS developed three new non-credit certificate programs. They also partnered with the Department of Psychology to offer seminars accredited by the American Psychological Association (APA) to social workers, psychologists, and counselors. CS increased its non-credit offerings by 16 percent in the last year. Over 60 visits were made to public and private sector employers to survey Northeast Indiana businesses to determine specific training needs for employees. Highlights of contract training include developing a multi-unit safety course for Lincoln National Corp. for which more than 100 classes have been offered, customizing a defense contractor project-management program for Raytheon Systems Corp., and winning the bid to develop and deliver a multi-year training program for the Auburn Foundry.

CS has played a leadership role in distance learning. Courses are delivered through the Internet, broadcast videotape, television, and teleconferencing. Enrollments increased by more than 17 percent in the last year. Total CS credit classes produced more than 12,370 student credit hours during the year. CS has built a foundation for future expansion of distributed and distance education offerings by establishing the Distance Education Coordinating Committee (DECCO) grant program, which provided \$50,000 to selected faculty for course development.

For a number of years, non-credit programs have shared part of the program revenue with sponsoring departments. This past year, with approval of the VCAA and the Senate, CS established a policy of returning \$500 from the tuition of each credit course to the sponsoring department. More than \$40,000 in revenue sharing was provided to academic units last year. Plans are being developed with the School of Business and Management Sciences and the School of Engineering, Technology, and Computer Science for an accelerated MBA degree, a new electronic executive classroom, and for new program options in New Media/Informatics.

CS offered more than 120 credit courses at 11 regional sites during 1999-2000. Enrollments increased to 3,167, 10.3 percent more than the previous year ([www.ipfw.edu/ce/](http://www.ipfw.edu/ce/)).

**Supplemental Instruction.** Supplemental Instruction (SI) is an academic-assistance program designed to increase student success in courses that traditionally have had a high failure rate. SI identifies the "high-risk courses" and has successful students lead scheduled discussion groups. These discussions are open to all students, and attendance is voluntary. The SI leaders work with students on how to study as well as what to learn. Research has shown that students at all levels of ability benefit from SI, and students who attend SI sessions achieve higher grades than those who do not. This program has been funded through the Lilly Endowment Retention Initiatives Grant.

**Writing Center.** Because the Center believes that "every writer needs a reader," the Writing Center serves students, faculty, and staff with any university-related writing project. Knowledgeable consultants talk with students about their writing at any stage of the writing process – from brainstorming and planning through revision and polishing. Students are encouraged to make reservations for a 30- or 50-minute appointment. Students may also visit during posted hours for free, immediate, walk-in help.

### **Admission, Good Standing, and Graduation**

In some respects, IPFW's student body has changed little over the last ten years. Women still outnumber men by the 14:11 ratio that existed ten years ago. IPFW still serves a largely non-traditional aged student body. Student ages presently range from 13 to 79, with an average age of 26. Ten years ago, the average age was 27.

In other respects, a new dimension in IPFW's student population is emerging. IPFW's marketing strategy in recent years has targeted television, radio, and print advertising to attract full-time, traditional-aged students. State-level initiatives have also encouraged high school graduates to

move directly into postsecondary education. As a result, full-time freshman enrollments have increased over the last few years. Two-thirds of the undergraduate student body attended part-time ten years ago; that number has decreased to less than one-half of today's undergraduate enrollment. IPFW is attracting more students from surrounding counties than ten years ago, and residence halls are being designed to accommodate students preferring on-campus residence. IPFW is a more ethnically diverse campus than it was ten years ago; enrollments of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native students have increased over 50 percent, while the proportion of enrollments of white students has declined from 92 to 88 percent of the total.

Another look at current student characteristics shows differences in student preparation. Ten years ago 62 percent of incoming freshmen ranked in the upper-half of their high-school classes, while today 53 percent rank at this level. Slightly more than 13 percent of today's incoming freshmen ranked in the top 20 percent of their high school class, in contrast to 19 percent ten years ago.

This diversity in students' preparation points to the continued need for remedial math, reading, and English course work, as well as special services to help students succeed. Academic advisors, career counselors, and Student Affairs staff members teach Freshman Success and Career Beginnings courses for beginning freshmen. In addition, in 1996, the Assistant Vice Chancellor for Academic Affairs has been assigned responsibility for coordinating the Freshman Year Experience, including the Freshman Seminar class and other first-year-student initiatives. Guided Studies students, beginning students admitted under conditional admissions standards, are directed to special workshops and frequent academic advising sessions. Through the Collegiate Connection Program, qualified high school students enroll in college courses while completing their high school senior year. Through the General Studies PACE Program, working adults are able to complete their bachelor's degrees while attending part-time with a cohort group using preselected courses and creative evening and weekend schedules. In addition, students with varying learning styles, lifestyles, and geographic locations choose from traditional on-site courses taught seven days a week or from Continuing Education's recently expanded off-site, televised, video, and Internet courses. An extensive set of special assistance programs provides students with the opportunity and encouragement to achieve, regardless of their academic preparation.

Recognition of the challenge of serving a diverse student population is apparent in IPFW's willingness to participate in task force activities with Ivy Tech State College (Ivy Tech). This cooperation resulted in the Fall 1997 *Ivy Tech/IPFW Transfer Credit and Educational Opportunities* booklet, which is intended to smooth the transfer process from Ivy Tech to IPFW, the two public institutions in northeast Indiana. The booklet, updated in the past year, is available in the Resource Room. Further expansion of transfer and program articulation opportunities is among the current priorities of the VCAA's office and discussions with Ivy Tech are ongoing.

## **Conclusions**

1. The governance process at Indiana University-Purdue University Fort Wayne, although complex, has evolved to allow for effective operational autonomy for the campus and, in turn, for the academic programs and administrative offices.
2. The campus and buildings provide a modern, attractive, functional, and safe environment for IPFW programs, services, and activities.
3. The Helmke Library provides comprehensive support for academic programs and serves as an important community resource.
4. Community and regional support for IPFW is strong and growing, most recently demonstrated through support for additional funds for the library, support for efforts to seek funding equity, and support for the move to Division I athletics.

## **Continuing Challenges**

1. Efforts to attract qualified faculty and staff have been a growing challenge in recent years. Areas of high student demand, corresponding with areas of economic growth, have led to difficulties in filling positions in business, computer science, engineering, and elsewhere.
2. The relatively low level of per-student funding at IPFW has been a constraint on initiatives which would benefit students.
3. Support for incorporating technology in teaching is at its highest level ever, but the need for additional investments is also growing.

EXHIBIT III.2A

INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE  
General Fund Revenue Budget Components

Fiscal Year	State Appropriation									
	Support For Operating Budget	% of Total Budget	Facility Debt Service	% of Total Budget	Student Fees	% of Total Budget	All Other Revenue Items	% of Total Budget	Total Revenue Budget	% of Total Budget
1990-91	\$21,316,296	55.8%	\$2,575,121	6.7%	\$12,734,200	33.3%	\$1,582,575	4.1%	\$38,208,192	4.1%
1991-92	\$22,411,315	52.8%	\$4,109,433	9.7%	\$14,272,100	33.6%	\$1,639,025	3.9%	\$42,431,873	3.9%
1992-93	\$22,098,916	50.6%	\$3,914,673	9.0%	\$15,913,100	36.5%	\$1,725,100	4.0%	\$43,651,789	4.0%
1993-94	\$23,234,041	51.2%	\$3,654,625	8.1%	\$16,661,350	36.7%	\$1,795,115	4.0%	\$45,345,131	4.0%
1994-95	\$23,156,796	50.1%	\$3,651,002	7.9%	\$17,830,450	38.5%	\$1,625,650	3.5%	\$46,263,898	3.5%
1995-96	\$23,874,422	49.8%	\$3,677,362	7.7%	\$18,638,830	38.9%	\$1,775,400	3.7%	\$47,996,014	3.7%
1996-97	\$25,051,217	51.0%	\$3,327,479	6.8%	\$18,828,098	38.3%	\$1,914,197	3.9%	\$49,120,991	3.9%
1997-98	\$25,759,718	49.6%	\$4,445,761	8.6%	\$19,604,957	37.7%	\$2,171,722	4.2%	\$51,982,158	4.2%
1998-99	\$26,752,797	50.3%	\$4,007,378	7.5%	\$20,206,151	38.0%	\$2,257,989	4.2%	\$53,224,315	4.2%
1999-00	\$27,529,743	48.6%	\$4,582,311	8.1%	\$21,765,041	38.4%	\$2,802,961	4.9%	\$56,680,056	4.9%

EXHIBIT III.2B.

EQUITY ADJUSTMENT CALCULATIONS FOR REGIONAL CAMPUSES

	ACTUAL 1998-99 Appropriation	ANTICIPATED 2000-01 Enroll Adj.	ADJUSTED 1998-99 Appropriation	ESTIMATED Hoosier FTE Enroll 1998-99	Approp. Per Hoosier FTE	Equity Adjustment Approp.	Revised Approp. Per Hoosier FTE
IU Kokomo	9,214,193	(124,633)	9,089,560	1,792	5,072	0	5,072
IU Northwest	16,731,674	(558,550)	16,173,124	3,551	4,555	0	4,555
IU East	6,514,888	(558,550)	6,439,355	1,462	4,404	0	4,404
IU South Bend	18,743,457	201,867	18,945,324	4,467	4,241	262,776	4,300
PU Calumet	23,244,564	264,967	23,509,531	5,564	4,225	415,669	4,300
Univ. Southern Indiana	22,975,860	3,257,100	26,232,960	9,453	4,065	224,340	4,100
IPFW	26,752,797	(451,083)	26,301,714	6,566	4,006	618,886	4,100
PU North Central	7,818,803	383,050	8,201,853	2,060	3,981	793,408	4,100
IU Southeast	13,836,275	282,017	14,118,292	3,637	3,882	793,408	4,100
TOTAL/ AVERAGE			149,011,713	35,552	4,191	2,559,226	4,263

*Criterion III: The institution is accomplishing its educational and other purposes.*

This section of IPFW's self-study report presents evidence that the university is accomplishing its educational purposes. Evidence of accomplishment of the university's other purposes is presented in other parts of this report. Evidence related to service to the region is presented in the Special Emphasis section on Community Connections. Evidence related to student access and success is in this section and in the Criterion II section of this chapter.

**Assessment of Student Academic Achievement**

A primary source of evidence that IPFW's educational purposes are being accomplished comes from the campus-wide assessment program established in 1995. A review of assessment activities since the program began reveals a cycle of measuring student academic achievement, analysis of findings, reflection, and implementation of changes based on findings. All documents mentioned are available in the Resource Room.

**The Assessment Plan.** The Senate approved IPFW's Plan for Assessment of Student Academic Achievement in December 1994 (SD 94-13; amended in February 1997). The plan provided for assessment of the general education program, assessment of degree and certificate programs, and the establishment of a campus Assessment Council. SD 94-13 was superseded by SD 98-22 (approved, April 1999), which contains changes to assessment procedures based on several years of experience. Assessment plans developed for the general education program and for the respective degree and certificate programs were to consider whether program goals were being accomplished by students completing each program. Conclusions derived from assessment findings are expected to lead to improvement of academic programs and to greater success in achieving program goals.

**The General Education Program.** IPFW's general education program, in place since 1995, is characterized by a set of core definitions and menu implementation and was created after a series of efforts to develop a limited set of general education core courses. These experiences led to the conclusion that a true core curriculum was neither feasible nor perhaps the best solution for IPFW's wide range of degree programs. Subsequently, a decision was made to develop a menu-based general-education program that could be implemented largely through modification of existing courses. Campus-wide general education requirements for baccalaureate degree programs were approved by the Senate in the spring of 1994 and implemented in the fall of 1995 (Senate Documents SD 93-14 and SD 94-4). The core definitions describe skills and competencies essential for all college-educated adults; approved courses must also address ethical issues and the need to appreciate values different from one's own. The program includes nine credits of foundation skills (reading/writing, listening/speaking, quantitative reasoning), 21 credits in four broadly defined knowledge domains, and six credits of advanced study (problem-oriented courses requiring completion of a project). Departments from any school may submit courses to the General Education Subcommittee (GES) for approval. Except for Area I

(Foundation Skills), students have quite a wide selection of courses from which to choose. At present, the general-education program is required for all baccalaureate degrees. General-education requirements for associate degrees were approved April 2000 to begin in fall 2001.

**Assessment of General Education.** The plan for assessment of general education called for pilot assessments of the foundation skills in 1996 and of the knowledge domains beginning with Areas II and III in 1997-98 and Areas IV and V in 1998-99. These assessments were carried out on schedule. Separate assessments of the foundation skills were dropped after the second round, in part because of cost and various administrative difficulties, but more importantly because the foundation skills could be assessed through the evaluation of the knowledge-domain course activities and assignments that promote mastery of foundation skills. Assessment of the knowledge domains consists of a syllabus review to ascertain that course goals match program goals; student surveys distributed in all courses eligible for general-education credit in the respective areas; questionnaires to faculty concerning student preparedness for advanced study courses; and a grade analysis. The syllabus review process promotes faculty development through consultation about the ways that course proposals address general-education goals. Analysis of responses to the student surveys shows that between two-thirds and three-fourths of the students agree that the course contributed to their achievement of area-specific program goals. The first faculty questionnaires yielded no helpful information, and the questionnaire has now been revised. The GES uses the grade analyses to identify (a) the general education courses with the highest failure rates (DFW rate) and (b) the general education courses that should be targeted for academic assistance because they have especially high DFW rates for freshmen.

The design of the general education program has also been assessed regularly. Feedback from departments and schools about the program has been reported to the GES on a regular basis, and the program has been modified several times as a result. The most recent revision, approved by the Senate in April 2000 for implementation in fall 2001, is the culmination of nearly two years of debate over various alternatives for addressing issues raised by the units. The revised proposal retains the overall structure of the program adopted in 1994, but the area definitions and criteria have been streamlined and made more precise; a computer literacy component has been added; and general-education requirements for associate degrees have been specified. The revised definitions and criteria, with student learning outcomes specified for each area, will facilitate development of improved assessment measures, so that student attainment of general-education goals can be assessed with greater precision.

**Assessment of Certificate and Degree Programs.** In the last decade, IPFW has made enormous strides toward measuring students' mastery of a level of knowledge appropriate to the degree obtained, and departments have begun to implement improvements to programs based on information gained through assessment. In the early 1990s, IPFW schools and departments were charged with developing appropriate assessment plans for each degree or certificate program offered, with full implementation of the plans expected by June 1995. Workshops on how to design effective assessment measures were scheduled; guidelines for what to include in an assessment plan and how to report on its implementation were distributed. By 1996-97, each School had its own procedure in place for submitting reports.

Although the original schedule for full implementation was not achieved, progress toward that goal has been impressive. For example, in 1995 only about 50 percent of the assessment activities originally specified had been completed, and a number of programs had to be reminded to link their plans, measures, and findings to specific program goals. Today, only a relatively small number of programs have still not implemented assessment plans, including a number of certificate programs with low student interest and some graduate programs. Most reports clearly link findings to program goals. The results of assessment have led departments to revise courses, replace courses or add new ones, improve the sequencing or scheduling of courses, and even to reconsider faculty specializations when filling vacant positions. Several assessment plans have been modified at least once, as faculty discovered that measures idealistically developed were unworkable in practice or did not yield useful information. Typical assessment measures are portfolio review, student projects completed at key points (interim, exit) in the curriculum, exit interviews or surveys of graduating seniors, alumni surveys, employer surveys, entrance exams, and exit exams.

A few programs stand out for their exemplary approaches to assessment. The biology department's measures, carefully matched to program goals, include pre- and post-testing of key concepts in the core curriculum. Findings from this measure established that questions related to a particular course had especially low scores; the finding provides a starting point for program improvement. A noteworthy example of senior projects as a basis for assessment is the construction engineering technology B.S. program, in which a panel of industry experts joins faculty to review senior design projects and ensure that student work is evaluated according to industry as well as academic standards. The psychology department's interim assessment includes rating of a sample of papers from required courses. Ratings were compared with the grades students had earned in their second required writing course (ENG W233 Intermediate Expository Writing); somewhat surprisingly, there was little correlation. Psychology faculty have met with the English department's Director of Writing in order to further evaluate the situation. This is an example of interdisciplinary cooperation on behalf of effective writing. Assessment data from graduating seniors and alumni convinced the Economics department to add an undergraduate seminar to the curriculum and to reduce the number of required electives. The Nursing department uses portfolios for both interim assessment and internal exit assessment and has developed a portfolio assessment instrument and a training program for faculty in its use, in order to ensure interrater reliability. The student portfolios demonstrate the program's integration of core requirements. The School of Engineering, Technology, and Computer Science is experimenting with centralized data collection (<http://149.164.38.60:1082/>). As these examples show, departments are taking assessment seriously and profiting from their efforts.

After half a decade of experience, IPFW is now in a good position to address the remaining challenges in assessment and to build on the successes of exemplary programs. In the fall 2000 semester, the Assessment Council will review all assessment plans systematically and develop workshops to present exemplary approaches and to help departments identify relevant measures for their plans. Recognizing that many programs employ similar measures (e.g., surveys of graduating seniors, alumni, and employers), Academic Affairs will investigate how to assist departments by collecting some data centrally. To this end, members of the Assessment Council

will meet with chairs and faculty during 2000-01 to determine exactly what information is needed and develop recommendations for appropriate survey instruments. Finally, a regular schedule of program review has recently been reinstated after a lapse of some years. Programs that participated in the first year of the review process were asked to use assessment data in their evaluations of program strengths and weaknesses and in developing their plans for the future.

Other evidence of student achievement. Other evidence includes acceptance to postgraduate programs, departmental or school awards, student participation in undergraduate research and creative activity, and pass rates on licensing examinations. For example, the Biology department reports that 18 recent B.S. recipients were accepted to medical, dental, or other professional schools in 2000. The annual Arts & Sciences Banquet in 2000 recognized some 65 students for academic achievement. Since the IPFW undergraduate research program was formalized three years ago, 98 students have participated as presenters at the IPFW Undergraduate Research and Creative Endeavor Symposium; 25 have received travel support awards; 9 have received mini-grants, and 17 have received summer grants for research and creative endeavor. Each year, several IPFW students present at the Butler University Undergraduate Research Conference, the Indiana University Undergraduate Research Conference, and the IU Women's Studies "Celebrating our Students" conference in Kokomo. The following table contains the most recent results of IPFW student achievement on licensing examinations, expressed in terms of pass rates:

EXAMINATION	PASS RATE
Dental Hygiene National Board Exam	86%
Dental Hygiene State Board Exam	100%
Dental Hygiene Regional Board Exam	100%
Dental Laboratory Technology Board Exam	100%
Dental Assisting Exam	100%
Health Information Technology National Exam	88%
Radiography Certification Exam	100%
Nursing Licensing Exam	94%
National Teacher Exam (NTE)–General	89%
NTE Professional	96%
NTE Communication	80%
NTE Speciality Area	97%
CPA Exam (Indiana average 16%, national average 14%)	18%

The results cited show that IPFW graduates acquit themselves very well on national, state, and regional licensing examinations.

**Continuing Education credit programs.** Through the Office of Continuing Studies, IPFW offers credit programs in Allen and area counties. Included in these efforts are company certificate programs in Supervisory Leadership, teacher re-licensure workshops, educational administration courses, and the PACE program (designed to allow employed professionals who have completed an associate degree or comparable course of study to finish a baccalaureate degree within three years, or 36 months including summers). In addition, five area sites located in school corporations offer credit courses that provide students with convenient options for completing their general education requirements and encourage new or stop-out students to pursue educational goals. All distance education (DE) courses (delivered by Internet, teleconferencing, or videotape) are scheduled and coordinated through Continuing Studies. DE courses and programs must comply with the guidelines established by the IPFW Distance Education Coordinating Committee (DECCO) and with the principles of WICHE (Western Interstate Consortium for Higher Education). All off-campus credit programs, whether taught at a remote site or via DE, are coordinated through the sponsoring academic unit to insure that course content, delivery, and faculty credentials are consistent with university standards. Each semester, all students complete course evaluations that are tabulated and sent to the sponsoring academic departments. DE and off-campus courses that are part of the general education program are subject to the same assessment process as on-campus courses. In addition, DECCO has appointed a subcommittee to develop an online assessment instrument for evaluating delivery of the course. In sum, assessment of off-campus and DE credit courses/programs is comprehensive and ensures that common standards are met for both on- and off-campus offerings.

**Continuing Education non-credit programs.** The purpose of the non-credit programs is to provide short-term educational programs on behalf of workforce development for business and industry and to offer personal enrichment opportunities for individuals. Non-credit programs are assessed in two ways: Students in each class evaluate both the instructors and the quality of the course content. These evaluations are reviewed by the Continuing Studies staff and forwarded to the instructors. When a program receives unfavorable reviews, there is intervention to correct the problems; if the intervention is not successful, the program is dropped or the instructor is replaced.

#### **Academic support services and programs.**

Library. Assessment of library holdings and services is ongoing. The collection-development policy, defined in Senate document SD 97-6, was developed by librarians, edited by the Library Subcommittee and approved by the Senate. The librarians, each of whom serves as a liaison to one or more academic departments, work collaboratively with chairs and faculty on collection development, provide course-related library instruction, develop web resource pages, and sometimes assist in the development of new courses. (An example of library support for a specific course is the Library Guide for Nursing 113, available in the Resource Room.) The collection-development policy is reviewed annually based on changing needs and available

resources. An area of challenge for the library is information literacy, which is still quite uneven across the curriculum. The librarians are working on a proposal that will set goals and establish priorities.

The library has well-developed processes for assessing student and faculty use of library resources. For more than ten years, the library has collected data on all items borrowed via the electronic document delivery system; these data provide accurate information on the serials requested by faculty and by undergraduates as well as book titles requested. Other methods used to assess and respond to the information needs of faculty and students include logging of reference question data (year-round in the Science Information Center, one week per semester in the rest of the library), collecting data on the number and type of student questions by student level, and monitoring the reference books used. In the past they have monitored the use of serials owned by the library and will do so again during 2000-01. Some of the databases available to library patrons provide use data by periodical viewed. Factors used in evaluating serials holdings include faculty determinations of whether a serial is core to the program and library-supplied data about whether it is indexed in a library index and whether it is available full-text in an electronic resource. Librarians regularly use patron questions to guide purchases of library materials. Finally, departments and programs undergoing periodic program review are expected to review library holdings with respect to program goals. In sum, the library is very conscientious in ensuring, to the extent of available resources, that library holdings and services match program needs.

Librarians invite both students and faculty to evaluate their instructional-service efforts that extend beyond the classroom. Sometimes these can be problematic, since it is the faculty member and not the librarian who determines the assignment, prepares the students for instruction, and grades the resulting assignment. Every effort is made to respond to feedback received from both students and faculty on instructional needs and enhancements.

**Computing services.** The office of Information Technology Services (ITS) is responsible for providing information technology services in support of administrative functions; in support of the campus missions of teaching, research, and service; and in support of student computing needs. ITS support includes operating and maintaining the components of a large data network that connects a variety of inter- and intra-campus micro, mini and mainframe computers. ITS was established three years ago as the successor to the office of Computing and Data Processing (C&DP), and since then, a number of important changes have been implemented. New servers have been installed, central computers have been expanded, and support for off-campus access to campus computers has been enhanced. Other notable improvements were the upgrading of computer labs (to accommodate students with disabilities, to allow use of new software packages, to increase the number of courses in which computing is integrated); improved scheduling of open labs; development of a policy for replacing faculty desktop computers; and improved availability of assistance to faculty and students through the HelpDesk. Campus communication links to the Internet were upgraded to support faculty teaching and research initiatives as well as student access. Y2K upgrades were handled without any significant incident. Numerous short courses and seminars on how to use various software packages are

offered by ITS staff on a regular basis. ITS focuses on keeping pace with rapid changes in computing and has drafted an Information Technology Strategic Plan to ensure that computing needs in support of the IPFW Strategic Plan can continue to be met. ITS efforts are complemented by those of a growing number of technical support staff in the academic units.

**Distance education facilities.** Interest in distance education has been growing since the mid-1990s when IPFW began offering courses through video, cable TV, and IHETS (Indiana Higher Education Telecommunications System). In spring 1995, when the televised course PHIL 312 (Medical Ethics) enrolled 65 students, the need to expand DE offerings was obvious. During the 1998-99 academic year, IPFW's enrollment in distance courses reached 840; during 1999-00 it topped 1000. The Distance Education Coordinating Committee (DECCO), established in fall 1998, has developed policies and principles for distance education and created an infrastructure for its orderly growth and management. An Instructional Designer was hired in 1999 in a newly-established Center for Learning and Teaching (CELT) to assist faculty with developing courses via the web or other technology. DECCO grants for developing DE courses were made available in fall 1999; eight projects were funded and are currently nearing completion. One of the most important roles of CELT is to ensure that there is a good fit between the course goals, the pedagogy chosen, and the capabilities of the available technology. Courses developed under this first round of DECCO grants will be assessed for the first time during 2000-01. For other information on assessment of DE courses, see "Continuing Education Credit Programs" earlier in this section.

Concurrent with the establishment of CELT, the campus computing network was expanded to include a new server for DE courses, software from WebCT, and an additional T1 connection to the Internet. Funding has been identified for further upgrades during 2000-2001 in response to growing enrollments. Faculty who are currently teaching TV courses have already asked for audio and video streaming and for improved software products that enable the use of images and formulas online (e.g., NetTutor). IPFW has two VIC classrooms (VIC=Virtual Indiana Classroom); these enable IPFW to connect to any other Indiana University site and, through IHETS, to any other comparable facility. An ATM (Asynchronous Transfer Mode) classroom has also been created to support point-to-point communication with any other site.

In summary, DE resources are being used to capacity, and the courses available via the various distance media are well subscribed. Feedback from students supports a conclusion that IPFW is delivering a high quality DE product that is helping them meet their educational needs.

**Learning Resource Center.** During 1999-00, the VCAA appointed a special task force to conduct a thorough review of the Learning Resource Center. The task force surveyed faculty about instructional support services used and desired, compared IPFW's administrative organization of these services with that of several other institutions, and surveyed all other departments that provide instructional support services. In light of the task force's findings, LRC is now in the process of developing a new mission statement to help establish priorities among roles that are part of its campus-wide mission. That mission encompasses support services to faculty on behalf of both teaching and research, as well as support to students, university

relations, and athletics, among others. With respect to the educational mission, LRC provides instructional technology support by delivering computers, projectors, screens, CD players, TVs, VCRs, audio recording equipment, cameras, and other equipment to classrooms (including those at remote sites) as requested by faculty and/or students, often also assisting or even instructing faculty in the use of the equipment. LRC also provides graphic arts services, test scoring and data analysis services and, to some extent, video production and management services. Overall, the services provided by LRC have been excellent. The task force report identified areas where LRC was overextended and/or providing services that could perhaps be assumed by another unit on campus; thus, there is every reason to expect that a high level of support will continue and in fact improve as the new mission statement takes shape and priority goals are defined.

### **Student support programs**

As a commuter campus, IPFW is well aware of the need for services to facilitate the transition from high school or the workforce to college, as well as for academic assistance programs to ensure that underprepared students have the help they need. A range of programs, with different target audiences, attempts to match programs with student needs. The Retention Committee, part of the Chancellor's Enrollment Management Committee, reviews support services on a regular basis. Survey instruments, tracking of students who participate in the programs, and assessment data collected by Academic Counseling and Career Services (ACCS) all indicate that the programs available are of high quality, and that students who participate are helped by them. The major concern in this area is that programs do not reach as many students as could benefit from them. Besides internal assessment processes, IPFW has administered the Noel-Levitz Student Satisfaction Inventory twice in the last 10 years, in fall 1994 and fall 1998. Comparison of results from the 1998 survey with those from 1994 showed that IPFW student satisfaction had improved in all areas, and that in all areas except one, IPFW students were more satisfied than those at other public institutions with their education and services. Highlighted here are programs intended to facilitate the transition to college and to provide academic assistance.

**Transition to college.** Programs developed to facilitate students' transition to college begin with SOAR (Student Orientation, Advising and Registration) programs held on campus once or twice a week from late May through mid-August (12 programs in all). Between 1200 and 1500 students and their families attend SOAR each year. Evaluations of SOAR, based on responses to questionnaires filled out by students and parents as well as feedback from school deans and advisors, are used to fine-tune the event from one year to the next. In addition, social and cultural events organized by Student Activities and by offices that serve particular populations (Multicultural Services; International Student Services; Services for Students with Disabilities; Center for Women and Returning Adults) welcome new students; these offices also offer advising and provide specific services to assist the targeted groups both academically and socially. Guided Studies students (those who do not qualify for regular admission— about 800 students each fall) are required to attend workshops designed to introduce them to resources that can help them be successful. A mentoring program organized by the Dean of Students Office matches new students with faculty, staff, or continuing student mentors, and it serves between 50 and 75 students a year.

Several programs combine a continued orientation to the campus with academic credit. The Freshman Seminars are 3-credit courses, taught by full-time faculty, which combine study techniques and other skills needed for success with academic content of the instructor's choice. Several sections are offered each fall, serving 60-80 students each year. ETCS 101 is a 1-credit freshman seminar designed to better prepare students for success in a technical field. It is co-taught by engineering faculty and the ETCS student services director. It was piloted in fall 1999 and will now be required of all new Engineering, Technology, and Computer Science students. The Freshman Success course is a 1-credit course, taught by Student Affairs staff, that provides an extended orientation to campus and study skills and serves about 120 students each fall. Undecided students can also benefit from programs and resources available through Career Services, as well as the "Career Beginnings" course, which is offered for 2-credits, taught by Student Affairs staff, focuses on extended exploration of career possibilities, and serves about 65 students each fall. All of these programs are regularly evaluated by means of student questionnaire responses and, in the case of the freshman seminars, on the basis of retention data. Questionnaire responses show that students are very satisfied with these programs. Retention data have shown that students who complete a freshman seminar are retained at a slightly higher rate than other freshman from the fall to the spring semester; however, the numbers are too small at this point to warrant any conclusions. As suggested above, the challenges are to make these programs available to larger numbers of students and to ensure that they reach those students who most need them.

**Academic assistance programs.** The academic assistance programs available to IPFW students are tracked by the IPFW Retention Committee as well as by the directors of the individual programs. All programs have been shown to have a positive impact on student success, although some have a greater impact than others.

Students who enter IPFW with serious deficiencies in reading, writing, or math are identified through placement testing and advised to take remedial courses. Of 472 students who took developmental reading during 1999-00, 375 (79 percent) completed the course successfully, that is, with a C or better. The success rate for this course has been 74-79 percent for several years. The Math department provides several options in an effort to accommodate the learning style preferences of developmental students: a traditional classroom, a flexible-pacing option through which students can complete the course over an extended period of time, and out-of-class testing for those who are concerned about math and anxiety. Students in the flex-pace and out-of-class testing options tend to pass the course and to be retained at IPFW at a slightly higher rate than students in the standard classroom option; still, the success rates in developmental math continue to hover at about 55-60 percent. Clearly, developmental math is a continuing challenge. The success rate for the developmental writing course is usually about 70 percent. The English department works closely with the Writing Center, where students can meet with peer consultants to discuss writing projects in any course. Both the English and Math departments are currently reviewing their placement procedures and policies to determine effectiveness and identify potential areas for improvement.

**Other academic assistance.** Services such as tutoring, writing center consultations, and supplemental instruction are open to all students, and underprepared students are especially encouraged to take advantage of these opportunities. During 1999-00 a staff of nineteen undergraduate and graduate students and associate faculty held some 2,630 writing center consultations, about half of those with freshmen. About 70 percent of consultations were for required writing courses, including developmental writing, and approximately 15 percent were with ESL students (from 21 different primary-language backgrounds) seeking assistance with writing papers in English. The writing center also offers online consultations and writing strategy workshops. One-on-one tutoring in a variety of subjects is available free of charge to students through the Transitional Studies Office. During 1999-00, 560 students received 1822 hours of tutoring, and 390 (70 percent) passed their courses. These figures are comparable to those of the best voluntary tutoring programs nationally. Another option for selected courses is Supplemental Instruction (SI), which involves out-of-class meetings led by upper-division students who have received training in how to help others study the course material effectively. SI has been in place since spring 1997. Data collected by the SI director show that students who participate in SI succeed at a higher rate than those who do not, and this is consistent with data on SI programs nationwide. IPFW is one of the first universities to experiment with SI online.

The VCAA has established a Task Force on Student Success for 2000-01 that will evaluate all of IPFW's services, courses, and programs that are focused on academic success for underprepared students. The Task Force will prepare a systematic assessment of strengths, weaknesses, organization, and outcomes, and make recommendations for improvement.

#### **Faculty development programs.**

For many years, IPFW faculty have had access to summer grants for research, a sponsored research office for assistance in locating external funding sources, and a generous sabbatical leave policy. Start-up funds and equipment have been provided for new hires to the extent possible, although sometimes not at levels that are competitive. Both Indiana and Purdue faculty are eligible to apply for grants offered by the respective main campuses. IPFW grants for instructional development have been offered sporadically; however, seminars and workshops on teaching have been available on a fairly regular basis. In recent years, IPFW has increased the amount and types of development opportunities on behalf of both teaching and research and has used evaluations to improve the success of these programs. The standard full-time faculty teaching load is three courses per semester, or 75 percent teaching/25 percent research.

**Research support.** On average, 15 full-time faculty are on sabbatical during any given semester (the range in the last five years is from a low of ten in fall 1996 to a high of 20 in spring 1999). Most departments cover needed courses with visiting faculty or associate faculty, and sometimes course offerings are adjusted. Every year, IPFW funds 10 faculty summer research projects; in addition, five-to-seven IPFW faculty receive summer research grants from the Purdue Research Foundation (PRF), and a few others receive summer support from various Indiana University sources. Faculty and staff have been successful in securing external funding. In recent years, total grant income from federal, state, local, and IPFW institutional grants has ranged from

\$1,818,905 in 1996-97 to \$1,263,453 in 1998-99. Faculty and staff have also been successful in terms of presenting and publishing the results of their research. Several IPFW faculty have achieved, beyond international recognition in their respective fields, the status of "the" expert who gets called first: Lowell Beineke, Department of Mathematical Sciences (Graph Theory); Bernd Fischer, History Department (Albania); Van Coufoudakis, Political Science Department (Cyprus); Frank Paladino, Biology Department (Leatherback turtles); Jim Farlow, Geosciences Department (dinosaur tracks). In the interest of further strengthening research support, the sponsored research office has undergone a thorough review and has been reorganized to enable the staff member to devote more time to assisting faculty. Finally, to recognize faculty achievements in research, the VCAA established the IPFW research award, which now has been conferred twice (Lowell Beineke, 1999; Mary Helen Thuente, 2000).

A survey of department chairs was conducted in spring 2000 to determine whether faculty and chairs perceive research support as adequate. All but four chairs responded. Their responses indicate that research support is perceived as adequate to good in terms of computer hardware, secretarial support, assistance in obtaining external grants, graphing software, library research resources, computer technical support, release time for research, availability of research subjects, statistical software, and qualitative data analysis software. Areas where faculty indicated that research support should be enhanced included laboratory space and equipment, statistical consulting, bibliography software, availability of local grants, availability of research assistants, and startup funds for new faculty. These findings tend to support the conclusion that research support is sufficient to enable faculty to make significant progress on their projects, but there is room for improvement. The VCAA is working to address these needs.

**Instructional development support.** As mentioned above, funding for instructional development has tended to be irregular. Occasionally, the VCAA chose to fund instructional development for a particular initiative, such as the Gender Institute in 1992 and General Education in 1997. Otherwise, faculty wishing to propose a course or curriculum-development project had to compete for funding from the research support fund. This competition tended to put instructional-development proposals at a serious disadvantage, and only rarely did more than one faculty member receive such support in any given year. The situation changed with the establishment of the Center for Enhancement of Learning and Teaching (CELT) and DECCO. As discussed above ("Distance Education Facilities"), DECCO funds a limited number of DE project proposals, while CELT funds proposals for course/curriculum improvement that may or may not involve technology. Faculty have responded enthusiastically to both initiatives, submitting more proposals than could be supported. Both the CELT and DECCO grants have established policies to ensure accountability on the part of faculty who receive instructional-development grants. In addition, beginning in fall 2000, the CELT Director will organize workshops on how to write effective instructional-development proposals. In short, good progress has been made on behalf of support for instructional development and for continuous improvement.

**Support for improving teaching.** The Center for Enhancement of Learning and Teaching (CELT) was established by the VCAA in 1999 and is based on principles and priorities drawn up

by a faculty committee during 1998-99. The CELT office opened with a minimal staff and a faculty advisory board chaired by an OAA staff member. During its first year, CELT developed criteria for instructional development projects, funded five of the twelve proposals that were received, and offered 26 workshops and other events. Programs ranged from one-hour presentations to half-day workshops. Topics included multiple measures of teaching effectiveness, classroom research techniques, effective grading, peer review of teaching, maintaining a teaching portfolio, and Web page design. Week-long course transformation workshops were conducted for faculty developing DE courses. The workshops were attended by faculty from every school and division, and 25 departments were represented. A goal for the coming year is to expand the number of departments as well as the number of individual faculty served by CELT.

CELT is committed to serving both full-time and part-time faculty, at any stage in their careers. CELT works collaboratively with IPFW members of the IU system organization known as FACET (Faculty Colloquium on Excellence in Teaching), established to recognize and promote effective teaching. Faculty who are inducted into FACET are expected to contribute to effective teaching on their home campuses, and FACET has access to some system funding for faculty development activities. About 35 IPFW faculty (from both the Indiana and Purdue sides) are FACET members. FACET organizes at least one teaching-effectiveness workshop each year, as well as other activities that complement CELT events.

**Interinstitutional collaboration on behalf of effective teaching.** Since 1998, IPFW has collaborated with the other six higher education institutions in the immediate area to sponsor an annual teaching conference. The academic deans choose a conference theme, select a keynote speaker, and issue a call for program presenters to faculty at the seven institutions (Ivy Tech State College, Indiana Institute of Technology, University of St. Francis, Taylor University, Manchester College, Huntington College, and IPFW). Focusing on a different theme each year ensures that faculty are exposed to new perspectives. Hosting the conference locally encourages participation by a wide range of faculty and fosters an exchange of ideas among faculty from diverse institutions. At the 2000 conference, with a focus on learning communities, 60 faculty representing all seven institutions gave presentations in 16 sessions; 175 attended the keynote speaker's presentation, and total attendance at the conference is estimated at about 200. Participant evaluations of the conference have been extremely positive. Faculty appreciate the opportunity to share their work and to meet colleagues from other campuses. Since 1999, the conference has been held at IPFW in order to take advantage of the extensive facilities.

**Other faculty development opportunities.** All departments offer at least minimal funding for professional travel for full-time faculty. Another development tactic reported by a few departments (Geosciences, Physics) is to allow flexibility in the teaching load and allow a faculty member with an active research project to have a lighter teaching load during a crucial semester. Processes for mentoring pre-tenure faculty, with emphasis on documenting effective teaching and compiling a record of research/creative endeavor that will achieve promotion and tenure, are in place to varying degrees across the university. Psychology and Math have especially well-developed mentoring committees. Other departments assign one mentor to each new faculty

member, or the chair assumes that responsibility. Both SBMS and VPA organize development activities at the school level, including workshops on preparing for promotion and tenure, advising workshops, guest speakers, and pedagogical workshops. SPEA provides a comprehensive orientation booklet to all new faculty, including associate faculty. Measured by the number of faculty who achieve tenure and promotion at the end of the probationary period, the various programs are quite effective, whether organized at the school or the department level.

Many departments are unable to offer extensive development opportunities for associate faculty. However, CELT has been charged to help meet this need. In some departments, a faculty member has assigned time to coordinate the multi-section courses taught by associate faculty and to offer development opportunities for them. Math has organized graphing calculator workshops to help both part-time and full-time faculty learn how to use this technology in pre-calculus math classes. Communication offers a day-long workshop for new and returning graduate aides and associate faculty. English offers a course during Summer II on theory and practice of composition that all new writing faculty must take. During the year, two-thirds of regular writing faculty meetings are devoted to development activities; in addition, there are brown-bag discussions and roundtables scheduled during both day and evening hours for discussion of teaching-related issues. Each new writing faculty member is "paired" with an experienced writing teacher. Such activities contribute substantially to the effectiveness of these programs.

**Evidence of effectiveness of research support programs.** As noted above ("Research Support"), faculty are successful in securing funding for research and in publishing the results of their research. During 1999-00, faculty research and creative endeavor yielded the following outcomes, which are consistent with productivity rates in the past several years:

Books Published	11
Other Publications	171
Presentations	146
Creative Works	141

Grants and contracts awarded to IPFW researchers during 1999-2000 are again expected to total well over \$1 million. Among the larger grants were:

G. Allen Pugh, Dean, ETCS	\$500,000	21 <sup>st</sup> Century Research and Technology Fund	Development of a Real-Time Information Infrastructure to Enable the Transparent Hospital
William DeMott, Biology	\$115,539	National Science Foundation	Food Quality Gradients and Exploitation Tradeoffs for Zooplankton in Freshwater Lakes

Mark Masters & David Maloney, Physics	\$ 92,382	National Science Foundation	Improving Conceptual Understanding and Complex Problem Solving in General Physics
Ken Stevenson, Chemistry	\$ 99,608	National Science Foundation	Purchase of a Single Photon Counting Fluorimeter with Lifetime Capability
Judith Lemire, Nursing	\$ 75,708	Helene Fuld Health Trust	Nursing Leadership Education Model Project
Donald Linn, Chemistry	\$ 73,327	National Science Foundation	Collaborative Undergraduate Education Using Enhanced NMR Technology in NE Indiana
Mark Putt, Health Science Research	\$ 70,290	The Braun Corporation	Comparative Effectiveness of Two Oral Irrigators and Toothbrushing Alone in the Treatment of Gingivitis
David Bell, Medical Education	\$ 55,359	August Tomusk Foundation	Modulation of Coronary Arterial Function by Estrogen
Frank Paladino, Biology	\$ 52,650	Earth Watch	Costa Rican Sea Turtle Preservation
Elliott Blumenthal, Biology	\$ 53,675	Optiva Corporation	The Effect of Three Dentifrices on Plaque Microbiology

Several of the professional schools have obtained support from community agencies for educational and/or research activities. For example, for 2000-04, the IPFW Nursing program has been allocated \$2.67 million from Parkview Healthcare System for educational support, and part of these funds will support faculty research endeavors. Additional evidence of faculty research and creative endeavor productivity can be found in the school annual reports, available in the Resource Room.

#### Graduate programs.

During the past ten years, IPFW has been granted approval for five new graduate programs, bringing the total to 15. Because IPFW graduate programs primarily serve employed professionals, only a small fraction of graduate students are full-time (53 full-time students in fall 1999 and 770 part-time). A modest number of graduate assistantships (teaching or research) is available.

Measures of a graduate program's rigor may include admissions standards, meeting the standards of an external entity, and faculty qualifications. The minimum standard for regular admission to an IPFW graduate program is a baccalaureate degree from a recognized college or university that involved completion of studies equivalent to those required by Indiana University or Purdue University, and a GPA of 3.0 or better in the undergraduate major. That minimum standard applies to all IPFW graduate programs except Education, which specifies a cumulative GPA of 2.5 or better overall. Several programs have imposed additional requirements for unconditional admission, such as an acceptable GRE score (Biology, English, Nursing, Sociology) or GMAT score (M.P.A., M.B.A.), completion of certain specified undergraduate courses or sequences, TOEFL scores for international students, and eligibility for a professional license (Nursing). Programs that must meet the standards of an external entity include the M.B.A. (AACSB-accredited), the M.P.A. (NASPAA-accredited), and the M.S. in Nursing Administration (curriculum based on recommendations of the Council on Graduate Education for Administration in Nursing). Both the Indiana Research and University Graduate School (RUGS) and the Purdue University Graduate School approve student programs and degree progress in those programs which are linked to these organizations, e.g. English and Liberal Studies, before the degrees are granted, occasionally inquiring as to the specifically graduate-level aspects of particular courses. Faculty who teach graduate courses hold the terminal degree in their respective fields, or have specialized knowledge based on their experiences in business and industry. They must also be approved as members of the graduate faculty of Indiana University or Purdue University.

The rigor of the curriculum may also be measured by the work required of students, including research projects assigned in courses and thesis or comprehensive exam requirements upon completion of the program. All the IPFW graduate programs use one or more of these measures. Several programs regularly report graduate student research publications, faculty-student collaboration on research publications, student-authored technical reports for companies, and so on. These activities not only attest to a rigorous course of study, but also to frequent and substantive student-faculty interaction. All IPFW graduate programs require that students maintain a 3.0 GPA in their graduate courses. Finally, all IPFW graduate programs have a graduate committee in place to review applications, monitor student progress, and certify students for graduation. Each graduate program maintains a web page, publishes a brochure and/or a graduate student handbook, and describes its requirements in the graduate *Bulletin*.

During the spring 2000 semester, Associate VCAA David McCants undertook a survey of all graduate programs, examining enrollments, average number of graduates per year, cost-benefit data, and the possible need for additional programs, among other questions. The survey results are being used to develop recommendations for action on behalf of publicizing graduate education, recruiting students, and identifying needs for additional programs.

The one area of concern for IPFW graduate programs is the dearth of reported assessment measures, findings, and conclusions. Only three programs have fully implemented their assessment plans, two have implemented their plans partially or inconsistently, and the remainder have implemented their assessment plans minimally or, in one case (Chemistry M.S.), not at all.

The Office of Academic Affairs and the Assessment Council are taking vigorous steps to address this concern.

## Conclusions

Evidence that IPFW is meeting its educational goals includes the following:

1. Implementation of the campus assessment plan has enabled departments and programs, including the general education program, to identify areas of strength and weakness and to begin making improvements. A number of programs have developed exemplary assessment practices that can serve as models for other programs whose assessment efforts have been less satisfactory.
2. The campus general education program, having elicited much debate and undergone several changes since its implementation in 1995, is now well established and is being assessed on a regular schedule.
3. IPFW graduates acquit themselves well in comparison with graduates of other four-year institutions on national exams, acceptance to graduate or professional schools, and similar measures.
4. IPFW has made a good beginning in developing distance education and has a plan in place for ensuring quality and for establishing priorities.
5. Academic support services (Library, Learning Resource Center, Information Technology Services) engage in ongoing assessment and analysis in order to maintain a high level of services and have well articulated plans for continuing to improve services.
6. A wide array of student support programs, both academic and social/personal, is in place, and program evaluations show that the programs are functioning well.
7. Faculty development is supported at the department, school, and institutional levels. Support for faculty development has increased in recent years with respect to both research and teaching.
8. Faculty productivity in research/creative endeavor is highly satisfactory given the teaching and other demands on faculty time.
9. The Center for the Enhancement of Learning and Teaching (CELT) had a successful first year and, with the appointment of the first director in summer 2000, is well positioned to have a positive impact on teaching effectiveness.
10. Collaboration with other local higher education institutions on behalf of teaching is well established and well received by faculty.

11. IPFW graduate programs are appropriate to the institutional mission and provide a rigorous educational experience.

### Continuing Challenges

IPFW also faces a number of ongoing challenges that will require leadership, creativity, and careful use of resources. These challenges are discussed below:

1. Implementation of the campus assessment plan is still uneven; therefore, priority must be given to supporting departments and programs in order to achieve and maintain full implementation.
2. Implementation of the latest revision of the general education program, which includes general education requirements for associate as well as bachelor degrees and a still-to-be-defined computer literacy component, will also require revision of the assessment plan for general education.
3. Securing funding for technology and other resources for the distance education initiative and for the integration of technology into on-campus courses will be an ongoing concern, especially as the distinction between distance education and distributed education continues to blur.
4. Academic support services are being used to capacity; here too, keeping up with new technology and training will be an ongoing concern.
5. Student support programs should reach more students, a goal that may require a new approach to the administration of those programs. These questions will be addressed by the newly-appointed VCAA Task Force on Student Academic Success during the coming academic year.
6. Support for faculty development must be maintained and should be increased, with increasing support for the scholarship of teaching and for associate faculty participation.
7. Awareness of the graduate education programs available at IPFW should be increased, and consideration should be given to establishment of additional graduate programs which would meet regional needs.

*CRITERION FOUR: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.*

IPFW's future has never been more promising. At no time has it been better situated to accomplish its purposes well. Its physical and human resource bases are strong, and its financial base is stable and slowly growing. It has gained consensus for a mission statement which is appropriate to a mature, comprehensive, urban university. Finally, its leadership is showing substantial interest and aptitude in developing planning processes that are useful to realizing the vision that IPFW has projected.

**The Physical Resource Base.** IPFW opened four major buildings during the 1990s: the Visual Arts Building, the Williams Theatre, the Engineering and Technology Building, and the Science Building. In addition, it opened two support structures: the Science Building Greenhouse and Parking Garage #2. Other spaces have been renovated, primarily in Kettler Hall and Neff Hall, as departments moved to new buildings. The square footage gained is substantial; of greater significance is the impact upon the improvement of programs, the advancement of research and creative endeavor, and the expansion of community services.

For example, the Department of Theatre, formerly limited to a black box theatre with makeshift construction and dressing room quarters, now has a 300-seat theatre with a thrust stage, rehearsal hall, set and costume construction spaces, and dressing rooms with baths. Theatre faculty and students can now practice the arts of technical theatre fully, schedule mainstage and studio productions, conduct an expanded schedule of student-directed and designed productions, and accommodate overlapping rehearsal and production schedules. Instruction and practice of the art of theatre is more comprehensive and more sophisticated as a result of the new physical base.

The Department of Visual Arts has experienced similar advances by gaining safe, additional space. State-of-the-art facilities and technology now support instruction in graphic design and computer art, two curricula in which technology has become essential. The Engineering and Technology Building and, more recently, the Science Building have brought similar benefits in the sciences, engineering, the engineering technologies, anthropology, and mathematics. For example, introductory mathematics courses are now taught in pc-equipped classrooms which facilitate individualized instruction; geosciences has space to display its extensive mineralogical collection; anthropology gained laboratory and specimen spaces; new biology and chemistry and engineering and engineering technology laboratories support both instruction and research. Faculty in these departments have larger and better equipped research laboratories for their personal scholarship as well as for many active undergraduate research programs.

Relocation of engineering and technology programs to that new building allowed growth in facilities for several other programs. Along with office space increases, the renovation provided audiology labs, an education counseling suite, education curriculum laboratory growth, and relocation of the nursing program to an office suite with adjoining laboratories.

Some major renovations have occurred that are unrelated to the construction of new buildings. Especially noteworthy are the Helmke Library and the development of three interactive classroom/teleconferencing facilities. Helmke Library has been renovated to adapt to electronic accessing of information and publications and to create a Science Information Center. The interactive classroom/teleconferencing spaces, two of which have been developed in the past year, support a growing involvement in distance education, including statewide networking.

The physical base supports state-of-the-art instruction and research that rivals the best resourced peer institutions. The excellent physical base also supports expanded community relationships. For example, the Williams Theatre is the site of at least one Fort Wayne Youtheatre production each year, the specialized spaces in visual arts are used each summer by ArtLink for its youth instructional program, and similar support was extended to a Fort Wayne Community School Corporation magnet school to meet a temporary need. Campus spaces are desirable, and the current capacity facilitates cooperation with community organizations. In fact, IPFW has developed at least one facility specifically for community use: the Plex (an indoor soccer field) and a number of adjacent outdoor soccer fields for the university's Youth Education through Sports initiative.

In the future, IPFW will likely be strained to maintain facilities at state-of-the-art levels of quality. However, faculty and administration who are committed to maintaining excellence in teaching and scholarship and creative endeavor, and to being a contributing partner to the greater Fort Wayne community, will not likely allow qualitative advances to erode.

**The Human Resource Base.** IPFW has only a slightly larger human resource base than in the past; today's human resource base, though, is better qualified and deployed to fulfill the range of responsibilities and services that the university must perform.

Between 1995 and 1999, the total human resource pool (filled positions) increased from 1,105 to 1,143, an increase of 3.4%. The faculty, associate faculty, and clerical classifications remained constant; increases occurred in the service and administrative classifications. The service staff grew by 13 positions (11%), which was warranted by the addition of new buildings. The increase in administration was larger: 43 positions (27%). Much of this increase was the result of reclassifying positions from clerical to administration; an equally important explanation is the creation of new positions in areas such as radiological and environmental management, public relations and communications, development, academic unit business management, instructional technology coordination, and information technology services. Some were also the result of counting part-time administrative staff, notably coaches of several athletic teams. As a result of the growth in the administration classification, some positions are more accurately classified, some departments have moved from insufficiently to sufficiently staffed, and others gained services not previously available to them. In particular, the addition of business managers and of instructional technology coordinators skilled in pc-based technology has brought new benefits to the academic units. Recent decisions about the human resource base have had the effect of diversifying expertise available to the campus and providing at least minimally adequate personnel levels in areas that were understaffed previously.

IPFW has also improved its human resource base through reorganization. A major example is the consolidation of student academic counseling and career services, previously two separate departments within Student Affairs. Staff are cross-trained to provide consolidated services to students. Academic Affairs has regularized the appointment of department chairs. Appointments now address assigned time for administration and term of appointment (academic-year versus fiscal-year). The policy is based upon principles of equality among and fairness to department chairs, and availability of chairs to perform administrative work.

Since the previous self-study, IPFW has also created new faculty personnel classifications to improve the delivery of instruction. A limited number of tenure-track instructorships were authorized in the early 1990s to replace part- with full-time faculty. This classification is being replaced with a new one: continuing lecturer. The new classification will continue the benefit of replacing part- with full-time faculty; in addition, part-time faculty will be treated more fairly.

Over the last decade, the Office of Academic Affairs has provided professional development opportunities for chairs and deans in the form of annual workshops planned in consultation with the academic officers. Planning committees have made extensive use of both internal and external resource persons. Last year, the Vice Chancellor for Academic Affairs also began providing financial support for chairs and deans to attend off-campus professional development programs in academic administration.

Reclassification, analysis of personnel needs, reorganization, creation of new faculty classifications, and active professional development programs in academic affairs are all means that have been utilized to maximize the effectiveness of IPFW's human resource base. This range of practices is now sufficiently institutionalized to guarantee continuing effectiveness.

Meeting faculty salary goals and reducing dependence on part-time faculty have continued to be elusive goals. Clerical and service salaries are adjusted regularly based on the local market. Administrative salaries are competitive; faculty salaries historically have not been. Certainly, IPFW has not attained its goal of remunerating faculty at the fiftieth percentile of the CUPA salary tables, although it came close in 1999 by reaching the goal in all ranks except associate professor. Special attention has been given to selected departments such as Nursing and Education, and adjustments have been made to many individual lines to be competitive in a particular recruitment season. Despite these efforts, faculty salary budgeting has been reactive instead of proactive until recently. Further, unless funds allocated to salaries increase at a greater rate than has been the case in recent years, the progress attained may be temporary.

The effect of faculty salary levels upon the range of expertise in the faculty and the quality of performance is difficult to assess. What is known is that the university frequently does not recruit its first choice among candidates because its salary offer is not competitive and that some faculty are dissatisfied with their remuneration. IPFW faculty are paid less than faculty at most of the other IU and Purdue regional campuses, and the difference between salaries at IPFW and the main campuses of IU and Purdue continues to increase. One positive finding about faculty salaries is that a study done in 1999-00 revealed the absence of gender inequity, and that, at 36

percent of the faculty, women are represented in the IPFW faculty at almost the same percent as the national average (37 percent) in four-year institutions. Dependence upon part-time faculty, as measured by percent of sections taught, has been increasing instead of decreasing (34.2 percent in Fall 1990; 39.4 percent in Fall 1999). This situation, like lack of progress in meeting salary goals, persists because the university has only in the past year gained some relief from a historically-under funded level.

**The Financial Resource Base.** From 1995-96 through 1999-00, the combined increase in state appropriations and student fees has averaged 4.5 percent annually, although year-to-year changes have been influenced by the enrollment change formula. This level of increase has provided the university with a stable operating budget sufficient to operate at maintenance level and to pursue a small number of initiatives. Nonrecurring technology funds were also appropriated for purchases of instructional and administrative computers and laboratory equipment, and a special equity adjustment in the base budget in the amount of \$618,900 was appropriated for 1999-2000. The campus also received Build Indiana funds to support three special projects. The technology allocations have enabled the university to accomplish major improvements in the technology infrastructure and in the expansion and upgrading of computing throughout all sectors. The equity adjustment is being used to fund faculty positions, increase library acquisitions, and add staff in student services.

At a minimum, the university expects its financial resource base to remain stable. The state's treasury has a 1.5 billion dollar surplus which should cushion public budgets in an economic downturn. The public universities are also advocating that the special technology allocations become part of the higher education base budgets. Finally, IPFW is optimistic that the Indiana Higher Education Commission will recommend additional equity funding to adjust for both under funding and wide variation in state support among peer institutions. The Commission set a precedent in the current biennium, and Purdue University, the fiscal agent of IPFW, is committed to renewing the case for a substantial equity adjustment. The university's financial resource base will still be subject to the vagaries of credit-hour funding and the indeterminable effect of larger-than-inflation-tuition increases upon enrollment. However, a substantial equity adjustment would mitigate such effects.

Fundraising provides major assistance to some university goals. During the 1990s, the university conducted another successful Library campaign, raising \$1.5 million to create the Science Information Center, support acquisitions, and add to the endowment. Earlier in the decade, the university raised an initial \$2 million to begin the Youth Education in Sports initiative, and additional gifts are supporting expansion of the program. A campaign is underway to support movement of the intercollegiate athletics program from NCAA Division II to Division I. Substantial contributions are also being sought for the creation of a classroom for the Executive MBA program for Fall 2000 and the Center for Entrepreneurial Education to be operational in 2001. Several student scholarships have been endowed, and other scholarships have been established through commitments for recurring annual gifts. The base of support for development has been expanding, and the university has been positioning itself to be more vigorous in cultivating gifts in the future. Besides being strengthened by an enlarged staff,

Development has been cultivating fund raising collaborations with the deans of the academic schools and divisions.

**The Campus-Specific Mission Resource Base.** At the time of the last self-study, IPFW's mission statement read as follows:

IPFW's mission is the mission of Purdue University and Indiana University . . .

In 1997, the mission statement was revised. It reads:

To provide quality post-secondary education in northeastern Indiana  
by focusing on student learning, while fostering intellectual exploration  
and attainment and service to the region.

The current mission statement replaces identity based upon parentage with identity based upon regional higher education needs. Developed to drive the formulation of a strategic plan, the new mission statement has gained consensus among IPFW's stakeholders because it is appropriate to a mature, comprehensive, urban university. It projects a clear and definite university identity which is at once well-founded upon IPFW's experience and circumstances and envisions a future for learning, scholarship and creativity, and service within a commitment to the democratic tradition of public education, the intellectual tradition of the professorate, and the civic tradition of the academy. Promulgation of this mission statement has focused discussion about academic programming, faculty scholarship and creativity, student services, and community relations.

Academic program planning is increasingly based upon analysis of community needs. Examples include the calendar of classes in the Executive MBA program, the curriculum for the Master of Arts in Sociological Practice, the expansion of instruction in nearby communities, and the distance education initiative, which has been growing rapidly in numbers of courses and students.

A mission statement specific to IPFW has also focused attention upon the demographic characteristics of this university's student body and the fact that they have been changing. For example, the student body is getting younger, more of them attend school full-time, fewer are graduating in the upper half of their high school class, a larger percentage live beyond Allen County, and the student body is ethnically more diverse. Student Affairs and Academic Affairs units are responding in collaborations addressing both policy and programmatic planning with efforts as diverse as electronic student information systems for advising, registration, and degree auditing, and freshman course programming to improve retention. Beyond that, discussions have been initiated with the four Allen County school corporations about pre-K through 16 relations to increase college participation, preparedness, and success.

Consensus about mission is affecting faculty roles and rewards and the role of the university in the community, as well as academic program and student services. Sabbatical leaves and summer grants, though still predominantly requested to support research in a specialized area of a discipline, are more likely now to be requested for improvement of teaching and development of

curriculum. The university is connecting to the community in more ways. For example, it has entered into agreements, which include construction on university property, with the Allen County Council on Aging and WFWA PBS 39. IPFW is also participating as a partner with community economic development leaders to build the Northeast Indiana Innovation Center, an incubator of technology and medical projects. The advent of the IPFW mission statement symbolizes assumption of full responsibility by local stakeholders for this singular institution's success.

**The Planning Resource Base.** Planning at IPFW is decentralized. It is decentralized in the sense that each of the four main functional areas--Office of the Chancellor, Office of the Vice Chancellor for Financial Affairs, Office of the Vice Chancellor for Student Affairs, and Office of the Vice Chancellor for Academic Affairs--establishes its own planning processes. Accordingly, purposes and methods and processes for renewal vary. This is probably because planning originated at different points in time among these areas and, perhaps in every case, before 1997 when the university completed its first strategic plan.

Financial Affairs comprises athletics, comptroller, information technology services, human resources, purchasing, physical plant, and police and safety. Annually, the Vice Chancellor for Financial Affairs requests each department to develop a planning document in conjunction with a report on the previous year's accomplishments. In most cases the department plans are compilations of goals projected by senior managers in each subunit. Evaluation of annual accomplishments is the responsibility of the Vice Chancellor for Financial Affairs, and some units have also begun using assessment instruments to measure success. One of these units, Information Technology Services, developed a strategic plan, Spring 2000, which has been widely discussed at IPFW. Recent Financial Affairs planning and accomplishments reports are available in the Resource Room.

Student Affairs comprises admissions, academic counseling and career services, financial aid, registrar, multicultural services, international student services, dean of students, services for students with disabilities, student activities, center for women and returning adults, and child care center. Annually, the Vice Chancellor for Student Affairs requests each department to develop a plan of work based on the Student Affairs Mission Statement. In detailed annual reports, the department heads speak to accomplishments for the year. The mission statement and accompanying vision statement strongly parallel the university mission and vision statements. Twice in the last decade (Fall 1994 and Fall 1998), Student Affairs conducted a Student Satisfaction Inventory by USA Group Noel-Levitz, Inc. Annual planning in Student Affairs, and in other sectors, has often been based, in part, upon analysis of student satisfaction as registered on twelve composite scales: academic advising effectiveness, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid effectiveness, registration effectiveness, responsiveness to diverse populations, safety and security, service excellence, and student centeredness. The 1998 survey showed improvement in eleven of these twelve areas. Many of these results were due to planning that was in response to the results of the 1994 survey.

Academic Affairs comprises the several degree-granting schools and divisions, continuing studies, library services, learning resource center, honors program, cooperative education, sponsored research, and institutional research. Formal planning, which was reinstated in 1996, has been undergoing evolution based upon experience. Under the current practice, the Vice Chancellor for Academic Affairs requests the deans and the directors of library services and continuing studies to project a multi-year plan based on goals consistent with the goals of the university's strategic plan. Beginning with the next planning cycle, the plans will include performance indicators by which progress towards goals will be measured. Participation in the planning process by chairs, faculty and staff, community advisory groups and students is determined by the planning unit. Some units, including the Division of Continuing Studies, School of Visual and Performing Arts, and Library Services, have developed strategic plans recently. Planning in those units is founded on unit mission statements that are refinements of the university's mission statement. The Vice Chancellor for Academic Affairs comments on plans and evaluates the performance of deans based upon progress toward accomplishing stated goals. Academic Affairs also administers the plan for assessment of student academic achievement, discussed earlier in this Chapter, as well as the plan for program review that was implemented in 1999-00. This section also provides examples of the ways that assessment results are contributing to improvements in programs. In the evolving planning process in Academic Affairs, the results of the assessment of student academic achievement also figure heavily in program review, and the results of program review are intended to become the principal basis for linking planning to budgeting. Dean's plans and annual reports are available in the Resource Room.

Academic Affairs planning also encompasses targeted planning efforts. Evaluations and plans for improvement have addressed such topics as placement testing, developmental course structures, support for faculty research opportunities, opportunities for students to participate in research, support for distance and distributed education, and Learning Resource Center services.

The Chancellor's Office comprises development, university relations and communications, alumni relations, and academic ceremonies. Those departments, except academic ceremonies, project plans of work which are renewed annually. In addition, the Office of the Chancellor is responsible for the university's strategic planning process and also responsible for developing the biennial operating budget and capital requests.

Campus-level strategic planning began in Summer 1995 with a workshop, led by a consultant, for the strategic planning committee. Three successive drafts of the plan were widely distributed on campus for discussion, especially by the Educational Policy Committee and the Faculty Affairs Committee of the Senate, by the Academic Officers Committee, and the Administrative Staff Council. The Strategic Plan, accompanied by the revised mission statement and vision statement cited at the beginning of this section, has played an integral part in subsequent planning in many quarters of the university. A report of strategic planning accomplishments has been issued annually beginning November 1997. These annual reports of accomplishments are available in the Resource Room.

Operating budget requests and capital requests are submitted biennially in July of even-numbered years for the biennium beginning the next July. These requests are submitted to the Governor and the General Assembly by way of Purdue University and the Indiana Higher Education Commission. The budget narrative addresses (1) those issues which are the state's primary concerns and objectives in providing higher education opportunities for Indiana citizens and have been the subject of extensive deliberations in state-level discussions; and (2) any specialized institutional priority objectives. Capital projects are funded by the General Assembly separately and are submitted as part of a ten-year capital plan. The three vice chancellors advise the chancellor about the formulation of these two requests. Substantial correspondence between the university's strategic plan and state-level higher education issues facilitates development of a budget narrative and capital request that harmonizes campus and public goals for higher education. The most recent ten-year capital plan is available in the Resource Room.

In Indiana, state-level planning for higher education is done primarily by the Commission for Higher Education. This coordinating agency also has responsibility for defining campus missions and for approval of new degree programs. In recent years, the Commission has become more activist, proposing a variety of approaches to campus missions, the introduction of performance indicators as an influence on funding, and the elimination of degree programs with few recent graduates. The Commission has also led efforts to create a more rigorous high school curriculum to improve student preparedness for college and provided strong support for programs designed to encourage high school students to pursue postsecondary education. Most recently, the Commission won legislative support for creation of a Community College of Indiana as a joint venture between Ivy Tech State College and Vincennes University. The Commission has also recommended restricting the historic role of regional campuses in serving adult students and in offering associate degree programs. The university systems oppose restrictions on regional campus missions. Still such proposals, as well as other policy and program initiatives by the Commission, may have profound implications for the university.

Current planning topics are described throughout this self-study report. Among current efforts are the development of student health services, the community partnership initiatives, implementation of a new student information system, further enhancements of services to students, and the development of student residence facilities. Other initiatives are in preliminary discussion stages, including the development of computer engineering programs, the development of Centers of Excellence, further reviews of small academic programs, new examination of ways to support under-prepared students, and improving support for the growing number of international students.

Clearly, planning has become widespread at IPFW. Moreover, there has been a guiding mission, vision, and goals document since the campus-level strategic plan was completed in 1997. What is taking place represents a quantum leap over the planning that was occurring at the time of the previous self-study and demonstrates that IPFW is prepared to continue to strengthen its effectiveness. In addition to the influence of the university strategic plan, the influence of planning in Academic Affairs looms large, for Academic Affairs planning is central to the mission of the university.

## Conclusions

1. Significant growth in campus facilities has facilitated program improvement, supported research and creative endeavor, and expanded community services in a host of disciplines. The benefits gained for departments occupying new buildings have been leveraged to provide support for additional units through renovation of current facilities.
2. The modest increase in the human resource base has benefited many areas of the university by diversifying the expertise available and improving personnel levels in areas that were understaffed.
3. Over the past decade, the recurring operating budget, which comes almost entirely from legislative allocation and tuition income, has supported a small number of new initiatives; nonrecurring allocations from the legislature have funded technical enhancements; gifts have been important to the improvement of library services and acquisitions and to the expansion of community services. Overall, the university has prospered modestly since the last accreditation, and it has used those financial assets selectively to fund new positions, to support community service initiatives and to improve electronic technology for support of instruction, research, registration, library, and general administrative services.
4. With the new mission statement, IPFW is more focused, and with the consensus gained for it the university is definitely more in charge of its future.
5. Planning has become widespread and is increasingly linked to the IPFW strategic plan.

## Continuing Challenges

1. Historically, IPFW has relied heavily upon new construction and related renovation, funded with bonding authority approved by the legislature, to make significant improvements in classrooms, laboratories, and studios. Maintaining the enlarged campus plant with state-of-the-art equipment will strain campus resources. Also, additional construction is needed. The library needs to be expanded, and facilities for Music are needed. Kettler Hall has been renovated only in certain areas, and a general renovation is still needed. All of these projects are included in the ten-year plan for capital projects, which is available in the Resource Room.
2. The greatest needs in the area of human resources are to improve faculty salaries and to become more intentional about the employment of part-time faculty. Having attained the CUPA average for the ranks of assistant professor and professor is a milestone; this achievement must be preserved while attaining the average for the associate professor rank.
3. The primary fiscal challenges in a state not known for steep increases (or decreases) in public funding will be to achieve at least an equitable level of funding in comparison with the other regional campuses and to increase gift and grant support.

4. A continuing challenge is the need to articulate the vision distinctly and forcefully so that it will guide planning. A related challenge is to improve the ways in which the university demonstrates that the mission is being achieved, recognizing that demonstrated achievement will attract additional support and will also provide evidence in support of retaining IPFW's comprehensive mission.
5. The positive disposition towards planning affords opportunity for central administration to systematize planning. Systematization would clarify the organizational units for which strategic plans should be required, promote integration with the plans of other units, improve the process of identifying goals and priorities, assess progress annually, and define processes for renewal of the plan based on active involvement of all constituencies.

*CRITERION FIVE: The institution demonstrates integrity in its practices and relationships.*

This section describes the institutional relationships of Indiana University-Purdue University Fort Wayne. IPFW has a commitment to institutional integrity. In the past decade, the university has significantly strengthened its policies, self-assessment procedures, and resources for ensuring integrity in all of its practices and relationships. These efforts affect all aspects and levels of university functioning, including equity of treatment, dispute procedures, communication with prospective students, and contractual arrangements.

### **Open Meetings and Public Records**

IPFW has a long history of compliance with state laws and university policies related to open meetings and public records. Purdue University Executive Memorandum C-2 (12/28/83) affirms obligations and sets out policy, procedures and practices to comply with public records laws and policies. Requirements for public notice of governance committee meetings are routinely followed, and the IPFW Senate has been exemplary in its efforts to notify the entire campus community of Senate activities and actions. IPFW, Indiana University, and Purdue University also comply with Indiana Code 5-14-1.5, the Indiana Open Door Law.

In recent years, IPFW has taken advantage of the opportunities provided by the Internet and the Web to go beyond the basic requirements for open meetings and public records. Minutes of the meetings of various campus governance committees are available on and through the IPFW Web site ([www.ipfw.edu](http://www.ipfw.edu)), and policy information is publicly available in various other parts of the campus Web site. Copies of the campus budget are included in the public reserves collection at the Library. Chancellor letters to the campus community highlight current issues and news. The University Council also serves as a forum for representatives of all campus constituencies to meet regularly and discuss current issues. Finally, a regular series of Chancellor Chats provides an opportunity for an exchange of information, ideas, and concerns.

### **Faculty and Staff**

**Policies and Procedures.** Many of the practices and policies affecting IPFW faculty and staff are established by Purdue University, as specified in the Management Agreement. Indiana University faculty are responsible for compliance with IU policies in some academic areas, but the general policy framework is established by Purdue. In those instances where Purdue policies include campus-level variations, IPFW policies are established by the campus administration and announced via Chancellor's or Vice Chancellor's memoranda. What has evolved is a rather lengthy series of written operating policies and procedures compiled into various Memorandum Series. Both Purdue and IPFW policy documents are first distributed in hard copy form to all affected employees and then added to the respective Web sites. Some of the more important Web site addresses for policy information are:

Purdue general policies and procedures:  
www.adpc.purdue.edu [Series B and C memorandums]

Purdue fiscal policies and procedures:  
www.adpc.purdue.edu/BPM and EVP&T Series

Indiana University academic policies are published in the *Academic Guide* and also available through the IU Web site (www.indiana.edu/~deanfac/acadguid/index.html).

Purdue University academic policies are compiled in the *Academic Procedures Manual* (still in hard copy form) and updated periodically. Many of the policies established in recent years are included in the Purdue Web site.

IPFW policies on various topics are included in the IPFW Web site (www.ipfw.edu).

**Contractual Relationships and Conflicts of Interest.** IPFW's oversight process for evaluating, approving, and eventually monitoring its contractual relationships rests on a multi-layer review and audit process. Authority to commit IPFW through a contract is limited to the Purchasing office and to senior campus administrators. Policies related to the potential for conflicts of interest are stated in Executive Memorandum C-1, and supplemented by C-39, and are founded on the principle of declaring the existence of a potential conflict of interest. These declarations of a potential for conflict of interest must be approved by the Purdue Board of Trustees. Contract compliance is reviewed by senior administrative officers responsible for the topics or operations covered by the contract. In addition, the Purdue University Internal Auditor office performs periodic general operations reviews and compliance reviews for Federal programs, athletics programs, and general university operations. Additional operations reviews are conducted somewhat less frequently by Indiana State Board of Accounts auditors.

**Equity of Treatment.** Purdue University's Policy on Equal Opportunity and Affirmative Action states that the university is "committed to maintaining an inclusive community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential...and believes that variety among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life." This policy and Purdue University's Antiharassment Policy are disseminated through IPFW's *Student Handbook and Planner* and through Purdue University's *Faculty and Staff Handbook* and *Clerical and Service Staff Handbook*.

Programs/practices undertaken by IPFW to demonstrate its commitment to equity of treatment and diversity include the following:

- During the past decade, ongoing efforts to recruit faculty and staff from previously under represented groups have met with modest success. Minority representation among faculty has increased from 9.6 to 12.5 percent.

- In 1993, pursuant to the ADA, IPFW completed its self-evaluation, identifying actions needed, and subsequently implemented, to make its programs, services, and activities accessible to persons with disabilities.
- In 1994, IPFW's Chancellor issued a campus statement on diversity and established a Diversity Council. Since 1996, the Council has sponsored an annual Diversity Week of activities to enhance appreciation of diverse groups and cultures in the University and Fort Wayne communities. The Council has also developed a Campus Strategic Plan for Diversity, established a faculty award for integrating diversity issues into the curriculum, and is currently raising funds for a scholarship to recognize student contributions on behalf of diversity on campus.
- During the past decade, IPFW has also initiated a number of programs aimed at enhancing minority recruitment and retention such as the Summer Youth Program and Summer Bridge Program.
- In 1994, Purdue University issued Executive Memorandum C-33 Anti-Harassment Policy and, in 1996, issued the Interim Procedures for Handling Harassment Complaints. The Affirmative Action Office conducts training sessions for staff and faculty which focus on avoiding sexual harassment.

**Grievance Processes.** The Indiana University grievance process for faculty is specified in the *Academic Handbook* (June, 1997) under a section called Faculty Boards of Review. This process was last revised in 1992. Purdue University references various grievance procedures in the *Faculty and Staff Handbook* (1999-2000). The faculty grievance procedure was revisited effective 1998. The grievance procedures for non-faculty are working and have not been revised since the last NCA review.

Faculty and staff who believe they have received unfair or discriminatory treatment may seek to remedy or resolve the problem through the grievance procedure applicable to those in their employment classification. Grievances considered in recent years are summarized in Table V.A. in terms of the type of grievance process used to consider the issue. The Antiharassment Procedure statistics include student grievances since this policy affects all members of the university community.

Table V.A. Faculty and Staff Grievances, 1996-1999

GRIEVANCE PROCEDURE	YEAR			
	1996	1997	1998	1999
Antiharassment Procedure (EM C-33)	not avail.	3	2	1
I.U. Faculty Board of Review	1	2	1	0
Purdue Grievance Procedures for Academic Personnel	0	1	0	0
Grievance Procedure for Biweekly Employees	5	2	1	0
Grievance Procedure for Administrative and Professional Staff	0	0	0	0

Formal grievance procedures under each policy provide for an impartial investigation and adjudication of the claim of unfair, discriminatory, or harassing treatment. Each procedure encourages informal resolution of such allegations and disputes whenever possible. The small number of formal complaints filed each year demonstrates the success of these alternative, informal processes of resolving conflict and achieving equity of treatment.

### Students

Rules and regulations governing the actions of students are intended to enhance the values embedded in the university's mission and goals. These values include freedom of inquiry, intellectual honesty, freedom of expression, and respect for the views and dignity of other persons. In exercising their rights, students bear responsibility to abide by local, state, and federal laws and IPFW rules and regulations. The *IPFW Code of Student Rights, Responsibilities, and Conduct* is promulgated in the *Student Handbook* and in the *Undergraduate and Graduate Bulletins*. The Code specifies individual student rights and responsibilities and student rights and responsibilities as participants in student groups, organizations, and activities. In addition, the Code specifies complaint and appeal procedures that guarantee due process and fair treatment.

IPFW may discipline a student for personal or academic misconduct. Any member of the IPFW community may file a personal misconduct complaint with the dean of students. The complainant may request that the student be counseled as to appropriate behavior or that disciplinary proceedings be initiated. Part III-B of the Code specifies disciplinary procedures for personal misconduct.

For an act of academic misconduct that is not related to a course in which the student is enrolled, the dean of students has the authority to initiate academic misconduct proceedings after consulting with the dean or director of the school or division in which the student is enrolled. The proceedings are governed by the same procedures as apply to acts of personal misconduct. For an act of academic misconduct related to a course in which the student is enrolled, the instructor who is teaching the course has the authority to initiate academic misconduct proceedings in accordance with procedures specified in Part III-A of the Code.

The IPFW student complaint process is described in Part V of the Code and can be used by any student having a complaint concerning actions or decisions that are claimed to violate rights established under Part I of the Code, the American with Disabilities Act, Ethical Guidelines for Computer Users, or HIV/AIDS Guidelines. The student must first seek to resolve the complaint at the lowest applicable unit level. Appropriate faculty or administrators may be designated to investigate, mediate, and suggest a resolution. After all such remedies have been exhausted, the student may request a hearing before the Campus Appeals Board. The Campus Appeals Board shall have the authority and duty to reach findings and to convey recommendations to the chief administrative officer of IPFW.

The Code, and any amendments thereto, remain in effect until rescinded or modified by the Trustees of Purdue University. Amendments to the Code may be proposed at any time by the Indiana-Purdue Student Government Association, the IPFW Faculty Senate, IPFW administrative staff, the Community Advisory Council, or by the Trustees of Purdue University.

The IPFW academic (grade) appeals process can be used by any student who has evidence or believes that evidence exists that a grade was assigned as a result of prejudice, caprice, or other improper condition. The IPFW academic appeals policy is promulgated in the *Student Handbook* and *IPFW Bulletins*, and the policy may be amended through action of the IPFW Faculty Senate.

Student complaints about alleged mistreatment or inequitable treatment are summarized in Table V.B. in terms of formal and informal complaints. Informal complaints are those filed with the dean of students which were either resolved or otherwise not pursued as formal complaints. The category of formal complaints includes written student complaints made to the vice chancellor of student or academic affairs or to the chancellor.

Table V.B. Informal and Formal Student Complaints, 1996-1999

Type of Complaint	1995-96	1996-97	1997-98	1998-99
Informal	39	32	48	68
Formal	3	0	1	4

The relatively small number of formal complaints, which reflects IPFW compliance with the original standards for maintaining a log of student complaints, provides some evidence of the

effectiveness of informal processes in resolving student complaints. In addition, some formal complaints were originally pursued as written complaints addressed to senior administrators and were the kinds of complaints that could have been resolved informally if the student had used that method of resolution.

### **Affiliated Organizations**

IPFW maintains institutional relationships with a number of university-affiliated and non-university organizations and entities. In all dimensions of these relationships, IPFW strives to be open, fair, and equitable.

One of the most advantageous relationships fostered by IPFW is with the Indiana-Purdue (I-P) Foundation at Fort Wayne. The I-P Foundation, as it is informally known, is a fundraising group whose purpose is to promote educational and charitable purposes for the IPFW campus. The Foundation is a corporate affiliate of Purdue University and Indiana University that is incorporated separately and is governed by its own board. Foundation board members are, by charter, appointed to represent Indiana University, Purdue University, and the Fort Wayne community. Financial and accounting services for the foundation are provided by Purdue University. The I-P Foundation Board meets annually to review its financial activities, approve future expenditures and plans, and appoint officers as needed. The foundation seeks, receives, and disburses funds for the benefit of IPFW, and it holds title to much of the real estate of the campus.

IPFW maintains relationships with several commercial and service organizations. These relationships typically are governed by contractual agreements and may involve the use of campus facilities. For example, IPFW has chosen not to operate its own bookstore and food service operations. Instead, IPFW has chosen to provide these services through contracts with commercial organizations who specialize in these operations, including Follett's for bookstore management and Aramark for food service. These contracts are periodically reviewed and reopened for bidding. Other contractual partners include Parkview Hospital, Indoor Sports Enterprises (ISE), and the IU Credit Union. By maintaining contractual relationships which are periodically re-bid, routinely reviewed, and open for public inspection upon request, IPFW is able to reaffirm that the relationships are still in its best interests.

IPFW recognizes the Indiana Purdue Students Government Association (IPSGA) as the official representative of the student body and provides facilities and support for the organization. IPFW also confers formal recognition on numerous student organizations and provides services for recognized organizations. Among other services, IPFW collects mandatory student service fees, part of which are used to support IPSGA and its activities.

Students' Government officers are elected following a spring semester campaign and democratic vote of the student body. The campaign and voting procedures are supervised by the Director of Student Life. Students' Government is charged with promoting and presenting cultural, recreational, and social programs which contribute to a well-rounded student life. Only those

campus-wide activities which are open to all students and contribute to the broad cultural development of the student body qualify as student activity programs. The Students' Government is also invited to participate in various campus events to increase the visibility of the organization.

Contrasted to IPSGA are the student organization groups which have a special focus and are not eligible for financial support from student service fees. They generate income from membership fees, fund-raising efforts, and donations. They can request funding from Student Senate, up to a customary limit of \$1000 per event. Funded events must be open to all students and contribute to the social or cultural development of the student body. These events are also supervised by IPFW's Office of Student Life.

### **Accrediting Organizations**

In addition to North Central accreditation, several degree programs and academic units are accredited by professional accrediting agencies. IPFW has made a commitment to satisfying standards which support a wide range of professional accreditations. IPFW also belongs to numerous national, regional, and local associations, in which many of its administrators and faculty members play leadership roles. IPFW follows common guidelines for accepting credits from regionally accredited colleges and universities throughout the United States.

### **Admission Practices**

IPFW seeks to attract and enroll qualified students. IPFW is guided by the Statement of Principles of Good Practices prepared by the National Association for College Admission Counseling and the American Association of Collegiate Registrars and Admission Officers. These documents promote ethical principles and practices to which the Admissions Office adheres. Publications used in the course of admission efforts are scrutinized for accuracy to avoid misleading and inaccurate information. The university promotes in its advertising small class sizes, flexible scheduling with day, evening, weekend, and distance course offerings, and the opportunity to study with full-time faculty, many with terminal degrees in their disciplines. Examples of advertising from admissions and all academic units are available in the Resource Room.

### **Relationships with Other Colleges and Universities**

Ivy Tech State College-Fort Wayne (ITSC-FW) and IPFW have a long history of cooperating to improve educational opportunities for students in northeast Indiana. In 1995, a special task force with members from both institutions met to discuss expansion of the number of transferable credit hours. This led to a 1997 agreement that expanded the number of courses and programs eligible for transfer. Continued work by this task force has resulted in the identification of additional courses eligible for transfer and the updated list was published in a new edition of the *Transfer Credit and Educational Opportunities* booklet. A copy of the booklet is available in the Resource Room.

## Conclusions

1. IPFW has a strong framework of policies for maintaining integrity, avoiding or resolving conflict of interest, assuring equitable treatment, and addressing grievances, as well as procedures for monitoring compliance with the policies. Newly established policies for protection of intellectual property and respect for copyright protections reflect current thought and practice in these areas.
2. Academic honesty is expected of both faculty and students, and this expectation is widely publicized. Similarly, institutional publications and recruiting materials are effectively reviewed.
3. Support for diversity is strong in both policy and practice, and diversity in the student body has grown significantly.

## Continuing Challenges

1. Despite continuing efforts, diversity in the faculty is still less than diversity in the student body. The issue has been addressed each year, and the VCAA is working with deans and department chairs to identify additional ways that diverse candidates can be encouraged to apply for current vacancies.
2. While recently issued policies for copyright and intellectual property protection represent the latest conclusions in these areas, the institution includes advocates of both protection and of unrestricted access to materials for educational purposes. IPFW will continue to monitor legal and professional developments in these areas.

## CHAPTER IV

### THE SPECIAL EMPHASES AND THEIR RELATIONSHIP TO THE GENERAL INSTITUTIONAL REQUIREMENTS AND THE CRITERIA

#### Introduction

IPFW chose to pursue a Special Emphasis approach to its North Central Association Self Study in order to change the relative balance of attention from a focus on the basic criteria for accreditation to an extensive review of high priority initiatives of the institution. The earlier chapters of Part I of this Self-Study Report have provided ample evidence that IPFW continues to meet both the General Institutional Requirements (GIRs) and the Criteria for continuing accreditation by NCA. Part II of the Self-Study Report addresses the Special Emphasis topics and presents the results of the self-study team review of institutional efforts in these areas.

The Special Emphasis topics address integral parts of IPFW's mission and purpose and thus are related in important ways to the NCA Criteria and, to a lesser extent, to the GIRs. Some of these linkages are described in the remainder of this chapter.

#### Re-engineering of Services to Students

The Re-engineering initiative is related to the NCA Criteria in several ways. Services for students are an integral part of improving student access and success, which is the first part of IPFW's vision statement for accomplishing its mission. Thus, the initiative is related to Criterion I as a key part of the mission and purposes of the institution. In turn, the ability of the institution to provide financial and human resources for the initiative, through a combination of internal and external funding, addresses Criterion II and demonstrates that resources are being allocated to the accomplishment of institutional mission and purposes. The special emphasis report includes significant amounts of evidence of accomplishment of the purpose, thus responding to Criterion III. Finally, the report includes plans for further improvements in services to students, thus demonstrating the ability of the institution to continue to accomplish its purposes and improve its effectiveness — the two components of Criterion IV.

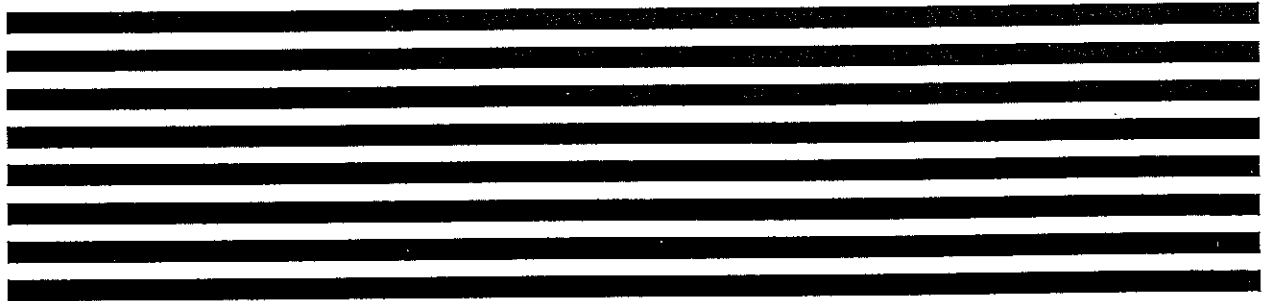
The Re-engineering Initiative is only incidentally related to GIRs, given their emphasis on issues of institutional authorization, governance, faculty, and academic programs. The initiative is most closely related to GIR 18, which requires the institution to provide student access to learning resources and support services requisite to its degree programs. The support services that are involved in the Re-engineering Initiative were already adequate to meet this requirement, and the improvements to these services which have been accomplished through re-engineering represent a qualitative enhancement.

## Connections with the Community

The Community Connections emphasis has a similar kind of relationship to the Criteria for Accreditation and the GIRs. Community Connections are one of the primary means of Becoming a More Integral Part of Fort Wayne and Northeastern Indiana, the third part of IPFW's vision statement for accomplishing its mission. Thus, the initiative is related to Criterion I as a key part of the mission and purposes of the institution. The link between Community Connections and Criterion II is more diffuse, since personnel and financial resources involved in the wide variety of connections are drawn from throughout the institution. The special-emphasis report which addresses this initiative provides evidence of a wide variety of accomplishments that demonstrate the institution's ability to accomplish its purposes as is required by Criterion III. This report also includes plans for both new community connections and for improving the effectiveness of current efforts, and demonstrates that IPFW can continue to accomplish its purposes and improve its effectiveness as required by Criterion IV. Community Connections which involve contractual agreements also are linked to the expectations for institutional integrity which are encompassed in Criterion V.

The Community Connections emphasis area is also only tangentially related to the GIRs. This approach to the traditional university mission of "service" is generally unrelated to the legal and institutional obligations of the university. The closest area of linkage is to GIR 18, since access to learning resources for students encompasses the internship and co-op arrangements that have been developed as a part of numerous degree programs on the campus.

# Reports of the Special Emphasis Committees



Part TWO

Re-Engineering Services to Students

Connections with the Community

## CHAPTER I

### RE-ENGINEERING SERVICES TO STUDENTS SPECIAL EMPHASIS

#### Development of the Special Emphasis Self-Study

A major challenge facing enrollment services units is how to improve services to students in an environment of limited resources. IPFW's approach to this issue centered on utilizing emerging technologies (high-tech) while providing personal assistance (high-touch) within a student-centered environment. This strategy involves automating routine transactions, allowing students direct access to their personal information, and providing high-quality personal assistance when needed. While the means to accomplish this vary among institutions of higher education, the professional literature has identified a number of common attributes. One of the best summaries of these attributes was published in the Coopers & Lybrand "Higher Education Management Newsletter," which is available in the Resource Room. The recommendations for student services are that services should be:

- available at the time and place, and in the medium of students' choosing,
- logically bundled and hassle-free,
- cost-effective,
- high-tech, but personal,
- integrated, seamless, and collaborative, and
- consistent and dependable.

The literature also suggests that the kind of re-engineering of services that IPFW envisioned would require integration of three levels of change: (1) improve efficiency of each function, usually through technology; (2) integrate, by sharing information and working across functions; and (3) redesign, by radically and holistically reconsidering processes.

Similar concepts were cited in "Planning for Student Services: Best Practices for the 21<sup>st</sup> Century," published by the Society for College and University Planning, and available in the Resource Room. The following design principles were described as essential components in accomplishing this kind of change:

- student-centered vision,
- redesigned services,
- one-stop service centers,
- cross-functional teams,
- self-service objectives,
- Web-enabled services,
- systemic changes, and
- replacement of student information systems.

The goals of the enrollment services units at IPFW are to meet the annual credit-hour enrollment targets of the university, improve the means by which students interact with enrollment services offices, increase efficiency, and maximize the use of resources. The means to accomplish this include automating the admission, financial aid, registration, and billing/fee payment processes; providing staff development so that generalist staff are cross-trained to respond to questions across multiple services, making specialist staff available to advise and counsel students about their individual needs, emphasizing customer service, restructuring and renovating facilities, and providing the necessary leadership. In short, accomplishing re-engineering requires focusing on technology, people, and process.

The self-study committee was charged with developing the special emphasis "Re-engineering Services to Students" and was chaired by the Vice Chancellor for Student Affairs. Committee members included the directors of each of the enrollment services units – admissions, financial aid, registrar, academic counseling and career services, and bursar. A student member was appointed by the president of the student government association, and the co-chair of the academic advising subcommittee of the educational policies committee also served on the committee.

The special emphasis study included examination of three stages in the continuing development of services: how enrollment services were provided in the early 1990s, how they are currently provided, and how they are expected to evolve in the next decade. Student input was obtained from ongoing assessments of each function, data from Student Satisfaction Inventories conducted in 1994 and 1998, and focus groups and telephone interviews conducted during November and December 1999. A summary of the results of the Student Satisfaction Inventories is shown in Exhibit II.1A., and the complete reports are available in the Resource Room.

### **Computer Support for Enrollment Services**

Many of the services that an enrollment services office can provide are dependent on the features of the computer systems that are used. Thus, a brief introduction to the evolution of student information systems used during the 1990s will provide a context for understanding some of the special circumstances which affect each of the enrollment services offices.

At the time of the last NCA review, IPFW was using a locally designed Student Information System (SIS) which provided support for current-semester operations in admission, registration and student records, financial aid, and billing and payments. The system operated with an emphasis on efficiency of operations but did not take advantage of the evolution of technology, was limited in the number of functions that it could support, and was designed in a manner that blocked the addition of new functions and services.

Primarily as a result of the evolution of financial aid regulations, IPFW reached a decision in 1993 that the SIS would have to be replaced. Among the objectives in identifying a replacement

system were (1) incorporation of current technology, (2) reduction in the need for local programming to implement the annual changes in financial aid regulations, and (3) expansion of computer support to encompass additional features and services. Based on these needs and on examination of the corresponding services at other institutions, IPFW chose to sign a contract with SCT Corporation and install the Plus system. Basic parts of the system were implemented for Fall 1995, and additional components have been implemented in subsequent years. Most notably, IPFW has incorporated newly created parts of the system which allow students, faculty, and staff to access the system through a Web interface called OASIS (On-line Access to the Student Information System).

Although implementation of the system achieved most of the goals identified in the mid-1990s, the continuing evolution of computing has led to a recent decision to move from the current mainframe-based system to one which is constructed using modern client-server processes. IPFW has signed a contract to install SCT's Banner system, and planning for the implementation has begun.

### **Overview of Enrollment Services at IPFW**

Enrollment services at IPFW incorporate all of the customary functions performed by admissions, registrar, financial aid, bursar, and advising offices. In addition, these offices are required to provide services in a manner that implements the policies of Indiana University and Purdue University. The most important part of this context is that each student at IPFW is either an Indiana University student or a Purdue University student, according to the student's major area of study. After completing the requirements, students will receive either an Indiana University or a Purdue University degree.

As reported in other parts of this self-study report, IPFW has made a wide variety of efforts to present a single image to its constituencies, but this is a particular challenge for these offices since their work involves admission standards, curriculum and degree approval processes, and financial management policies, among others. Both universities also emphasize opportunities for students to study at any of their respective campuses, including both summer sessions at a regional campus for residential students and permanent transfer opportunities for students who change their degree objective or their preferred campus environment. Some of these issues are described in additional detail in later parts of this chapter.

One major area of success for IPFW during the past ten years has been the adoption of several policy changes which allow the campus to administer enrollment services in a common manner for all IPFW students. A notable example is in the area of fee assessment. Primarily in response to recommendations from IPFW, Indiana University's admission application fee and Purdue University's graduation fee were consolidated into a campus-wide application fee. Special fees related to enrollment in co-op programs, student teaching courses, and several others were consolidated into a campus-wide student services fee.

The installation of the Plus2000 system in 1994-95 provided the initial opportunity for re-engineering of student services at IPFW. The system incorporated a full set of functions and operated in a way that required integration and cooperation among the enrollment services offices. One of the first steps in the implementation process was the formation of a Steering Committee, with a membership that included the directors of the enrollment services offices, faculty representatives, and technical staff members. The committee was specifically charged with managing the implementation process. Indirectly, the committee functioned to identify ways that overlapping areas of impact would be managed through the cooperative efforts of the affected offices. Particular areas of impact on the individual offices are discussed in their respective sections.

The extension of the Plus2000 system in 1998 to incorporate Web technology and Internet access for students, faculty, and staff provided a second major opportunity for re-engineering of services. Direct student access, from any Internet-enabled location, provided one of the major benefits of the extended system, and Web-based processing of several kinds of transactions also became possible. Again, individual office aspects of this re-engineering process are discussed in those sections.

## **Past Enrollment Services Practices**

### **Admissions Office**

Prospective students are admitted to IPFW as either Indiana University or Purdue University students, depending on their choice of a major area of study and through the use of separate standards for admission. One of the significant challenges for the admissions office is to clearly communicate the distinctness and some unique circumstances, resulting from the IU and Purdue connections, to prospective and, on some occasions, current students. The current list of academic programs and university affiliations is enclosed as Exhibit II.1B.

Applicants for admission in the early 1990s initiated a manual, labor-intensive process. All application folders were compiled by clerical staff, checked for payment of the IU application fee, checked for receipt of individual (paper) test score reports, checked for receipt of high school and transfer-college transcripts, and then reviewed individually by an admission counselor and returned to a clerical staff member for data entry. The system recorded the admission decision and did not include any support for logging student contacts or recruiting. Application data for Indiana University students also had to be recorded by the staff in the IU system, requiring substantial duplication of effort.

The implementation of the SCT Plus system provided a number of important benefits for IPFW and particularly for the admissions office. Initial contacts with students could be logged, and subsequent contacts could be managed as part of a formal recruiting process. Applications for admission were now processed as received, and the system generated letters for students whenever information was missing. Test scores were added to the file through file transfers from the testing agencies.

The Plus system also supported automating admission decisions through a comparison of the student's credentials, intended program, and the standards of IU, Purdue, and any special program admission criteria. To make sure that unique circumstances are not overlooked, any denied application is reviewed personally by an admissions counselor, usually the director of Admissions.

The ability to front-load applications and the automation of the admissions decision has reduced the turn-around time required to communicate admission decisions from approximately four weeks to seven-to-ten days. In addition, the system applies criteria in a consistent manner and supports professional levels of communication with prospective students.

Since the implementation of the Plus system, the admissions office has made a number of additional improvements in processes and services. Various sources of prospective student information can now be utilized, and selected populations of prospective students can be invited to campus events. Applicants who do not enroll can now be contacted, as can students who send test scores but do not apply. A common application form was created for all admission applicants. The current form is easier for prospective students to complete, provides all information required by IPFW, and eliminates most of the issues related to IU and Purdue assignments of particular major areas of study. The old process of dual data entry has been replaced with a file transfer of information to IU, thus eliminating a major task for the staff.

Implementation of the credit transfer module of Plus2000 has supported automation of the credit transfer process and eliminated the manual review of each transfer applicant transcript. Course equivalencies are recorded in the system so that they are available for use by all students transferring from that same institution. Initially, course equivalents from 10 institutions were entered into the system. Admissions counselors still individually evaluate transcripts from institutions whose information has not previously been entered into the system, and the decisions are recorded as precedents for other transfer students from that institution. Thus, the data base grows each time a new set of institutional information is entered. Currently, there are 31,512 course equivalencies from 1,019 colleges and universities in the system.

Implementation of the credit transfer module also allows system users to view the credit transfer report in SIS, replacing the process of copying and mailing the information. Advisors have also begun to use the course-equivalency information to provide information to students who are considering whether to take a particular course elsewhere and transfer credit back to IPFW.

A new campus phone system was installed in 1997, and it has supported improvements in the way that the admissions office responds to a call volume that now exceeds 40,000 per year. The system allows calls to be transferred to the appropriate staff member, and voice mail has eliminated the old process of message taking by clerical staff for administrative staff. A receptionist answers all calls as part of a strategy to preserve individual contact with prospective students, many of whom are anxious about their qualifications for admission.

While the Admissions office first developed a World Wide Web site in 1997, in 1999 a much more professional appearing and user-friendly site was created to replace the "first-generation" design. The site now includes a printable application for admission, an electronic Web application, a link to the electronic fee payment process, and a request-for-information option. Use of the site continues to grow, and the percentage of applications submitted through the site is growing.

E-mail communications with the office have also increased. One admissions counselor spends significant amounts of time responding to questions via e-mail. It is a very personal and effective method of communication, but it also is very time consuming.

### **Financial Aid Office**

The services provided by the Financial Aid Office are the outcome of the structure of the office, culture, leadership style, use of technology, relationship with other offices, size of staff, and types and amount of aid processed. The re-engineering efforts in the Financial Aid Office have had either a direct or indirect impact on each of these aspects. Changes that have been made to this point, and the changes that are planned for the office, should be seen in the context of continuous improvement.

During the early 1990s the size of the staff was approximately the same as it is today. One professional position was added during the 1992-93 academic year to administer scholarships. This increase resulted in a staff of ten (9.25 FTE), including four administrators and six clerical staff members. Staff were organized according to areas of expertise, which supported processing needs but not cooperation across functional areas. Students were often asked to come back to the office when the specialist for that question was not in the office.

The SIS features available to support the Financial Aid Office were quite limited, and integration with the functions of other enrollment services offices was minimal. Financial aid awards were the result of extraordinary staff efforts and long hours. As a result, working conditions were characterized by high stress levels and high turnover. Staff often saw direct student service as an interruption of their work, and the office closed the service counter at peak processing times in order to focus on processing of materials that had already been received.

During this time, the amount of aid awarded by the office grew significantly as a result of both state and federal changes in aid programs and regulations. At the same time, these changes were difficult to integrate in the SIS, which reinforced the custom of focusing on processing rather than service. Most aid programs were characterized by (a) receipt of paper forms and checks, (b) manual processing of the materials, (c) recording of decisions in the SIS, and (d) followup activities that were again outside of the SIS. Staff had difficulty accomplishing the tasks in the process, and students were not well served. Administration of aid programs, such as monitoring of fund balances and the balance between student need and awards, generally happened after award cycles were completed and sometimes required adjustments in the awards that had already

been made. In addition, students could not use "offered" aid to help hold their enrollment in a class. As a result many fee holds had to be prepared manually under the pressure of an imminent payment deadline.

As mentioned above, the technology environment contributed to an office culture of hard work, long hours, and poor communication with students and other offices. The initial response was to request additional staff for the office, rather than recognizing that the campus environment was beginning to emphasize improving service without additional resources. Recognition of these environmental issues emerged slowly but eventually led to a conclusion that re-engineering of the office and its operations would be required. Shortly after this, the Financial Aid office became the leading proponent for installing a vendor-based system.

The implementation of the Plus2000 system provided the basis for the re-engineering processes that were used in the Financial Aid Office. While this change was important, it was only the first step in a long series of changes that needed to take place.

The first process that was re-engineered was the disbursement of student loans. Computer programs were created to establish and manage electronic funds transfer (EFT) of loan funds from lenders to the university and then to student accounts. Replacing the manual handling and data entry of up to 4,000 paper checks each semester, the new process allowed reallocation of staff to other tasks while serving students better. Students were much happier because they no longer had to stand in long lines in order to endorse their checks and then return another day to stand in another long line to pick up their refund check. Refund checks are now mailed to students before classes start and weekly thereafter if the refund check has not been picked up during the week that the refund is generated.

This change provided a huge increase in service to the students, and customer satisfaction. It was also the first step in improving communication between the Financial Aid Office and the Bursar's Office. Communication issues were also addressed through the establishment of regular weekly meetings of the professional staff of the two offices to plan for upcoming processing cycles, consider changes in regulations, and resolve mutual concerns. In addition, cross training on both systems was arranged for the clerical staff in each office. This gave everyone a better understanding of the role and obligations of each office, led to increased communication, and improved the working relationship between the offices.

The new system also improved the processing of scholarships. Eligibility criteria related to each scholarship could be entered and then monitored by the system. The fund balance could be monitored throughout the process, and students could be notified of their awards sooner.

The process known as verification was also re-engineered based on the functionality of the new computer system. The manual process used in conjunction with the old computer system was replaced with an automated system of checking for discrepancies, resolving them, and recalculating student eligibility. Again, the new process has saved valuable staff time and allowed staff to focus more on service than on processing.

Last academic year (1999-2000), financial aid award letters were mailed in April. In past years, initial processing had delayed this mailing until as late as June. Providing this kind of early notification has been a major goal of the enrollment services offices since this notice can influence a student's choice of school.

The process of recording "fee holds" for students with pending financial aid has also been automated. With the new system, once financial aid is offered to a student, it will hold the student's classes until the aid is actually awarded. The long lines of students waiting to get a fee hold have disappeared. One semester after this new process was initiated, the school newspaper photographer showed up to take a picture of the long lines of students waiting for their financial aid. Much to his dismay, there were only two or three students at the counter waiting for help.

### **Academic Advising**

On college campuses across the country, academic advising is increasingly regarded as a service to students which, done properly, positively impacts students' fit with the institution and likelihood of retention. It is also the most criticized aspect of student services, for a variety of reasons that includes lack of access to advisors, large student-to-advisor ratios, and students' unwillingness to assume their part of the responsibility for a successful advisor-advisee relationship. Difficulties in registering for critical classes, while rarely related to advising itself, often affect the perception of the advising relationship.

Throughout the 1990s, IPFW has incorporated a multi-dimensional advising strategy. Many of the schools at IPFW make use of professional advisors. Some faculty advise students, while many do not. By far, the largest single segment of the student population is served by Academic Counseling and Career Services (ACCS), formerly known as Student Academic Counseling Services (SACS). ACCS is responsible for all undeclared students, Guided Studies (a conditional admission category), pre-Business, pre-majors not meeting GPA requirements required to declare a major, and non-degree categories. Students who have declared a major are served in the academic unit sponsoring the program.

In the early 1990s, advising was characterized by:

- A system of advising which was largely decentralized by school and department, with SACS serving the student groups described above.
- A registration process in which advisors filled out cards and entered student requests for classes on a computerized system during designated processing periods and continuing to request classes until all closed-class and other problems were solved. Advising and registration, then, were joined processes.

Both before and after the implementation of the Plus2000 system in 1995, advising and registration remained a single process. Advisors spent as much time doing registration clerk duties as they did in advising. Centralized SACS advising required the dedicated effort of all

staff members, which precluded the development of proactive strategies and additional contacts with new students beyond SOAR (new student orientation) and the later advising connection during the fall semester which focused on course selection for the spring semester.

- Advising took place in a very constrained time frame because registration system availability was also constrained.
- The campus advising committee was predominately comprised of professional advisors, with little faculty representation.

Processes for advising did not change in any significant way until the expansion of the SIS to include Web-based services in 1998. Discussions of the opportunities presented by this new set of system features began as soon as the purchase decision was made, and academic units were charged with identifying any groups of students who should not be permitted to take advantage of the new process. Procedures were established through which units could implement these restrictions, but relatively few students were actually restricted from using the system. Reasons for restriction included a need to review current grades before permitting further registration and priorities on enrollment in some laboratory and studio courses.

Special task forces reviewed campus academic advising in 1994 and 1996 and recommended a configuration of professional and faculty advisors to staff an entirely centralized advising model. A similar strategy had been suggested as early as 1988. A centralized unit could provide a common home to incoming students, lower the SACS advisor/advisee ratio (which varied from 558 to as high as 800 students per advisor), and raise the visibility and the standard of advising services. The task force recommendations were not approved, and advising and registration continued to be done in the manner described above.

As a result of continuing efforts to improve advising on the campus, an Academic Advising Task Force was formed in 1997 to rethink the findings and issues raised in the previous proposals. The group consisted of five faculty members, two each from the Faculty Affairs and Educational Policy Committees of the Fort Wayne Senate, the chair of the previous task force, and the vice chancellors for academic and student affairs. Their deliberations resulted in a set of recommendations on academic advising on the following four topics: distribution of academic-advising functions; resources for advising; provisions for special student constituencies; and coordination, training, and evaluation of advisors. These recommendations were submitted to and approved by the Fort Wayne Senate on April 14, 1997 (Senate Document SD 96-15, available in the Resource Room). These recommendations form the current underlying framework for academic advising.

IPFW had administered its first Student Satisfaction Inventory in 1994. The instrument is considered to be one of the better tools to measure students' reaction to their college experiences. The results for advising clearly showed that students were quite critical and concerned about advising at IPFW (see Exhibit II.1A.). By 1998, when the campus next administered the inventory, the response for advising was considerably more positive.

What changed students' perception of advising? Advising remained decentralized in the academic units, a combination of professional advisors and some faculty and the process itself was unchanged. Numbers of students remained high in SACS, while the unit actually lost one full-time employee and assumed additional responsibility for teaching and administering multiple sections of the Freshman Success class.

The major change came in the registration processing calendar. The registration process, formerly restricted to designated times and days, became a more continuous process from the middle to the end of the prior semester. This allowed more weeks for available advising appointments and reduced the number of students to be seen on "walk-in" days. Peer advisors were also introduced at this time, and this had an immediate impact on the capacity of SACS and other offices to be responsive to students. Finally, the Web registration process was introduced to the campus at this time, and early publicity about the new opportunity may have changed student opinions even before it changed their experiences.

### Registrar's Office

The Office of the Registrar serves students, faculty, other administrative offices, and outside agencies. It registers students, supports registration of students through departments across the campus, maintains current and historical student records, issues transcripts and enrollment certifications, and processes requests for late withdrawal and for adjusting degree progress records and GPAs. The office also schedules courses and final examinations and allocates classrooms, maintains records and produces reports for Purdue University and Indiana University, publishes the *Schedule of Classes* and the *Bulletins*, and is also expected to enforce a number of federal, state, and university regulations.

Among the records the registrar's office maintains are the academic histories of all students and an inventory of all courses ever offered at IPFW and its predecessor institutions: Purdue Fort Wayne, Indiana Fort Wayne and the Fort Wayne Art Institute.

Prior to Fall 1995, students were able to register in their departments, but neither the student nor the department had on-line access to the academic history of the student, and neither the student nor the department had remote access to the registration system. Everything needed to be done in-person and on-campus.

The transition from the IPFW legacy system to SCT's Plus2000 system required significant efforts in the re-design of processes and retraining of system users across the campus. Only recently have some key processes from the old SIS been implemented in the new system.

Given that the move to SCT in 1995 was "revolutionary" in nature, campus managers to date have been committed to avoid the accompanying upheaval of another major system change. Rather, IPFW has taken the position that critical systems could be enhanced over time lines that did not impact negatively on the primary objectives of those offices that serve students daily. In

addition, the large numbers of faculty and staff that use the system need time and practice themselves to adjust to new technology and information resources available on line.

With the introduction of Web-based services, students are able to identify and resolve many problems before they reach crisis level. In addition, the re-engineered process eliminated the need to hire six to eight full-time staff members to support the manual process.

Throughout the process of implementing the new system, the Registrar's Office has used the *Schedule of Classes* as a primary vehicle for providing information and guidance to students. The *Schedule of Classes* has also been expanded during this time to provide new kinds of information required by federal regulations, including descriptions of tuition, fees, financial aid, and refunds; policies on attendance, avoiding drug and alcohol abuse, non-discrimination, avoiding sexual harassment, and the annual report on security and public safety. The Fall 2000 *Schedule of Classes* has a section on Web-based registration which will encourage more students to take advantage of this opportunity.

### **Bursar's Office**

A student's view of the Bursar's Office in the early 1990s was very different from what that student would see today. All transactions were paper-based, and most required the student to appear in person. Staff had no on-line computer system except for lookup capability into the registration and financial aid systems. Cashiering windows were not data self-sufficient to any extent; all information about the student had to be retrieved from the back office from paper files, computer reports or shared terminals. Even credit card payments had to be taken to the back office by the cashier in order to complete the transaction. Cashiering windows would be cleared of transactions at least hourly during peak processing for back-office reconciliation. Needless to say, transaction times were unacceptably high even for routine business, and long waits in line were the norm for students.

The impact of this antiquated system on students was unfortunate. The following three examples show how common transactions were handled. Time estimates are based on the peak processing periods.

#### Fee Payments

Whenever a student processed a registration transaction, a paper fee statement was printed in the Bursar's Office. These were filed alphabetically by student name in the back office. When students came to pay their fees, the cashier would go to the back office to pull all their fee statements. All statements, in sequential order, were necessary for the transaction to be successful. If the student had financial aid, the cashier would again go to the back office to verify the aid on a terminal accessing the financial aid system. Any changes would be adjusted by hand on the printed statement. If the student wanted to pay by credit card, the card and fee statement would be given to a back-office staff member to process. The student would be asked to step aside until the charge

transaction could be completed, and the cashier began a similar process with the next student in line. If there were no problems, the transaction would take from three to five minutes.

### Tuition Refunds

Since IPFW assesses tuition on a credit-hour basis, any drop/add transaction by the student could cause a change in the amount due. Also, IPFW provides full or partial refunds through the fourth week of the semester. Students who dropped a class would come to the Bursar's Office to get their refund. The same procedure as in fee payment would be followed, i.e. collecting all printed fee statements (including those generated by the dropped classes) and verifying current financial aid. The refund amount would be calculated by the cashier and taken to the back office for a check to be written. The student was asked to step aside while awaiting the check, and the cashier would help the next student in line. The student would be called back to the window when the check was ready. This transaction would take anywhere from five to ten minutes.

### Financial Aid Disbursements

This process was the worst set of procedures of all, in the eyes of both students and staff. Substantial improvements had been made by 1994 through preprinting disbursement checks in IPFW's computer center, but the process remained essentially a manual, paper-based one. Paper checks were printed every weekend, and staff would merge the several check batches in the morning before opening for business. Boxes of checks were positioned immediately behind the cashiering windows so that all cashiers could have reasonably easy access to them.

Financial aid was disbursed during the first week of classes. The office was closed the Friday before so staff could process checks and prepare them for disbursement. Students were assigned a day of the week based on a rotating priority of last names. This had the unfortunate effect of pushing a percentage of students toward the end of the week before they could receive their checks. This caused hardship for many who needed these funds for textbook purchases and other expenses.

When a student came to the window (after waiting in a line that could reach three hours in duration), the cashier was required to retrieve the student's checks, determine if any unsettled fee payment transactions were still in the fee statement file, and verify current enrollment and financial amounts. If any student loans were involved, loan papers were retrieved from still another place in the back office. If the amount due the student had changed since the checks were printed, a new refund check was requested as described above. Transaction times were benchmarked to be seven minutes for non-loan students and 12 minutes for students with loans. Any problems extended these times.

These examples illustrate how bad things were. While students generally gave Bursar staff high marks for helpfulness and friendliness, they were clearly frustrated with how much time transactions took and how little information cashiers had available to them.

The physical and mental stress on Bursar staff was also high. The office was typically open for ten to 12 hours during the heavy processing periods, with additional overtime required both before and after business hours. A cashier always saw a line of waiting students at these times, sometimes stretching out of the lobby into the main building corridor. There was a real feeling of not making any progress throughout the day.

Consequently, personnel issues occupied much of the Bursar's time. Staff turnover reached fifty percent per year, and temporary employees became more and more difficult to find. Volunteers were requested from other departments in the Comptroller's organization just to help the Bursar serve students. The confined nature of the Bursar space, due to security concerns, caused the air-handling equipment to fail and office temperatures were frequently in excess of 80°. It was a rather unpleasant work environment, made all the more frustrating by the staff's perception of providing poor student service.

### **The Bursar's Process Improvement Plan**

The purchase of SCT's Plus2000 student information system presented an opportunity for the Bursar to analyze all its enrollment processes with the intent of making significant improvements. The process began by compiling a list of the most frequent and serious complaints about the old system, from the perspectives of both students and staff. These were:

- The customer lines are too long.
- It takes too long for financial aid funds to be available for disbursement.
- Cashiers have too little information readily available in their windows.
- The system is too inflexible to deal with special needs and circumstances.

The key question was: What do the students expect? The simple answer was: They want their Bursar transactions to be speedy, accurate and predictable.

But how could that be accomplished? Initial review of Plus2000 made it clear that it was very different from IPFW's legacy system. The foundation of Plus2000 is the student account, not the individual transaction as in IPFW's old system. It became apparent that service could be improved by re-engineering the Bursar's processes, rather than attempting to replicate them in the Plus2000 system.

The Bursar established an overarching goal of providing students with the opportunity to conduct all their Bursar business remotely, without the need to appear in person. This would make it possible to redirect staff away from routine transactions and toward helping students with problems or unusual circumstances.

Since IPFW's students are commuters and at least half are outside the traditional college-age cohort, their demands for customer service do not fit well into traditional service models. This usually was addressed in the past by increasing the Bursar's open hours at a cost in overtime and staff burnout. IPFW had never widely adopted the telephone or mail as key service modes (although the Bursar did encourage mail-in payments and certain limited transactions by telephone) so both were studied for possible expansion and marketing with students. The emergence of the Internet also offered new modes of service. The triad of mail, phone and Internet was selected as the primary set of delivery modes of the future.

The cashiering windows were targeted for upgrading so that cashiers would seldom have to leave their windows to find data. SIS and credit card terminals were placed in each window with a networked printer immediately behind. The SIS database was designated as the audit trail for transactions, eliminating nearly all paper records. Staff desks were equipped with personal computers and access to SIS so that information was available for phone support.

The student account became the foundation for all activity. Partial payments can be posted, and financial aid awards are credited in the same manner as personal payments. Financial aid disbursement was combined with tuition refunding to simplify both processes, and the cycle time was reduced from weekly to nightly. An integrated voice response system was installed to accept credit card payments by phone, and a Web payment option was also created. The billing stub was redesigned to encourage payment by mail and a return envelope is now included in each mailing. The initial financial aid disbursement is handled by mail so that all students have their funds by the first day of classes. Refund checks are mailed as well. An installment plan is available to students who need additional time to pay their tuition.

These improvements, along with several back-office changes, have freed staff to help students. Many students conduct their business during extended service hours through remote options such as the voice response system and the Internet. The use of the mail for payments has increased. The installment plan has proven to be very popular. The number of payment deadlines has been reduced for simplicity's sake, and the sanctions for missing a deadline have been moderated in the student's interest.

One benefit to IPFW has been the reduced need for overtime and temporary staff. Instead of needing six to eight temporary workers during peak processing periods, the Bursar now hires only one or two. Staff turnover is now very rare, with losses in the past few years being due to retirement and relocations instead of job burnout.

## **Current Enrollment Services Practices**

### **Admissions Office**

The Admissions Office moved into remodeled space in Kettler Hall in May 2000. Building projects at IPFW have afforded the campus in general, and several Student Affairs offices in

particular, the opportunity to renovate existing facilities for new use. While the former office was situated in a corridor west of the main lobby in Kettler Hall, the new space opens directly onto the lobby and is readily visible to guests and visitors as they enter the building. The move provided easier access for prospective students and improved the reception area.

In order to efficiently serve prospective students, front-line reception staff are being cross-trained in both admissions and financial aid procedures. Two half-time staff members from the Financial Aid Office serve at the reception counter along with the admissions receptionists. They are able to answer general questions about both financial aid and admission. Signs direct students new to IPFW to the Admissions/Enrollment Center and continuing IPFW students with financial aid questions to the Financial Aid office in the hall just to the west of the Admissions office.

IPFW and the Admissions office have a presence on the Web, and the usage grows monthly. One example of the advantages provided by this technology is that the undergraduate application can be either downloaded for completion and mailing or completed on-line and electronically sent to IPFW. The Web site itself is graphically quite appealing, generally easy to navigate, and information and links are being added weekly.

Staffing in the Admissions Office is generally adequate. A half-time clerk was added in late 1999 to centralize follow-up mailings to prospective students. This step in the recruitment process had historically been a responsibility of the individual schools and divisions within the university. A survey in 1998 revealed that it was being done inconsistently across campus. Through centralization, the Admissions staff knows that it is being done in a timely fashion.

Technology has enabled administrative staff to be freed to some degree from manual processes, allowing them to be more available for personal interaction with prospective students and their families, both face-to-face and via e-mail. Many IPFW applicants are first-generation college students, and the staff encourages them to come to campus, meet with an admissions counselor, tour campus, and have the opportunity to meet with a faculty member or academic advisor in a school or department. The staff feels that nothing communicates better than the contagious enthusiasm of a current student or staff member at IPFW. The campus is modern, beautiful, growing, and safe; and the staff intend to show it off as much as possible.

The transfer of credits into the Indiana University or Purdue University systems remains a cumbersome process. Automating records of course equivalencies has been a significant improvement, but linkages with the main campus systems are still a problem. For IU students, the clerk must load the information into the local system and then must do the same thing for the Indiana University MIS system. For Purdue students, the procedure is more awkward and slow. Once the credits have been entered into the Fort Wayne system, a report of those credits is sent on paper to a transfer clerk at Purdue University West Lafayette who then enters the credits in alphabetical sequence by name. So no matter when a student's transferred credits get there, if the last name begins with a letter at the end of the alphabet, the student will not have the credits

recorded in a timely manner. Credit transfer printouts have been lost and misplaced at West Lafayette, and sometimes the process has taken months to complete.

Features of the Plus2000 student information system are still being implemented to enhance the recruitment and admission process. Although there are still opportunities for improvements, the Admissions Office is serving students and the university much better than ten years ago.

### **Financial Aid Office**

Technology and computer programs have provided the opportunity to re-engineer many processes, but these were not the only changes that took place. Changes in the structure, culture, and leadership of the office have also been very important. The change in the structure of the organization was the least dramatic, but it had an important overall impact. Instead of the clerical staff reporting to one Assistant Director, they were assigned specifically to one of the Assistant Directors based on their area of responsibility. Each Assistant Director was assigned both program responsibilities and staff supervision. Each Assistant Director reported to the Associate Director and could take concerns and needs to him. In turn, the Associate Director had clear responsibilities for systems, supervision, and training. This delineation of responsibilities and reporting lines made it possible for the Director to function as a leader rather than just another hands-on professional. With this structure in place, the Director could work on changing the culture of the office, the relationships with other student services offices, and service to other constituencies on-campus and off-campus. When resources were needed for the office, the Director could focus on addressing the need.

It is also the responsibility of the leader to develop a philosophy for the office. In the case of Financial Aid, it is the philosophy of continuous improvement in all operations. The staff have been trained to look for ways to improve processes used to serve students, since the ultimate goal is providing superior service to students. Staff have been cross-trained as much as possible. When one person is out of the office or an area is experiencing a peak processing load, someone else is trained to help provide service. Some cross-training has also taken place with the Bursar's Office and the Admissions Office.

While everyone works hard, and there is an air of professionalism in the office, staff seem to have fun as well. Communication within the office and with other offices seems to be very good. The staff seems to understand that working smarter is better than just working harder. New work stations were added this past year, and this has given the office a much more organized and professional appearance. Staff turnover has declined and is now usually related to personal circumstances, such as relocation or the opportunity for a promotion.

With the move to the new Enrollment Services Office, two people on the financial aid staff left to work in that office. This office will be staffed with people who have been cross-trained in both admissions and financial aid. The goal is to have one office where prospective students and their parents can have all of their questions about admission and financial aid answered by one person.

## Academic Advising

Advising at IPFW continues to challenge those who advise. Advisor to student ratios are far from ideal for professional advisors, certain classes remain in low supply yet in high demand, and service hours have expanded while financial resources supporting these hours have remained relatively constant. Still, effective introduction of recent technology and creative use of peer (student) advisors funded by successful grant proposals have significantly improved this crucial student service.

Three recent developments also provide a foundation for further improvement of advising services.

- SACS and Career Services have joined to become Academic Counseling and Career Services (ACCS). This is one of the first “qualitative” responses to a challenge previously seen in a quantitative context. Undeclared and “in-between” students will be referred more often to receive career/major assistance, all done in the same setting as academic advising. Several staff already have split appointments to offer further resource flexibility, while other staff are encouraged to cross-train as time and interest allow. Part-time and peer advisors, grant funded during summers, are fully integrated in ACCS, offering reasonable flexibility for critical advising and SOAR occasions.
- The Registrar’s Office introduced OASIS, a Web registration and student information platform which enables students to register themselves. OASIS represents the second qualitative step in behalf of the advising process; slowly, advisors are moving away from keying in courses in favor of concentrating on the higher skills of advising, decision-making, and future planning with students.
- A final qualitative change, for which ACCS staff and professional advisors in the academic units are largely responsible, is the improved image of advising. The annual conference, lunch talks, advising award, and advising committee have, through time, helped to reshape how the campus community itself regards advising. When combined with an improved report card from students regarding their advising, the picture is one of significant, if not dramatic, improvement.

Advisors, too, can take greater satisfaction in their profession. Salaries, while still below the national averages, have received modest but genuine attention. A required master’s degree for employment in ACCS has improved respect for the office and self-respect among staff. Many professional advisors in the schools and departments have also completed master’s degrees.

IPFW has also made efforts to promote the importance of faculty advising of majors. The advising conference and luncheon program is co-sponsored by the Offices of Academic Affairs and Student Affairs. Models for evaluation and recognition of advising have been developed and promoted. While advisor contacts with students are no longer required for registration purposes, they are available for discussions of broader issues like progress toward the degree, internship

and research opportunities, and opportunities to incorporate minors and certificate programs within the major.

Three additional changes have been made in the past year and are expected to have an important impact.

- The campus advising committee was reconfigured to be more representative of the campus. Co-chaired by the Director of ACCS and a faculty member, the committee now includes a faculty representative from each school. Professional advisors are still invited to attend, receive meeting minutes, and are instrumental in planning and implementing programs such as the “Lunch Talk” Series and the annual advising conference.
- One change recommended by the Advising Committee, and recently implemented, moved advising by faculty from the service category to teaching in the criteria for tenure and promotion. This is intended to raise the visibility of advising and to include consideration of advising in promotion and tenure cases for qualified faculty members.
- This year, IPFW sponsored its third annual advising conference, including a keynote presentation and concurrent sessions led by a variety of IPFW professionals, all sponsored by the Offices of the Vice Chancellor for Student Affairs and Academic Affairs. Additionally, the second “Advisor of the Year” award was announced at the conference. Thus far, one faculty member and one professional advisor have won this distinction, which carries a \$500 stipend.

### **Registrar’s Office**

The IPFW Office of the Registrar’s home page ([www.ipfw.edu/registrar](http://www.ipfw.edu/registrar)) is the key to the students’ empowerment within the re-engineered processes. The goal to move from a paper-intensive registration to a decentralized, Internet-supported one has been achieved. Restructuring of staff responsibilities and service options has also allowed remodeling of the office.

All registrar services at IPFW support academic instruction, directly and indirectly. Enhancing students’ experience of IPFW keeps them here. Helping them to deal with their lives keeps them here. Helping them register in appropriate courses, and helping them arrange to pay their tuition keeps them here. Ultimately, these services help students to graduate.

Satisfaction with the new services provided by the Registrar’s office is clearly shown in the results of the Noel-Levitz surveys. The summarized data in Exhibit II.IA clearly shows improvements in students’ view of the registration process. This is the process that most students think of when asked about the Office of the Registrar, and while most transactions take place via the Web or in their academic departments, the link as well as the impression is valid.

As noted earlier, IPFW does not have its own transcript, grant degrees, or set graduation policy. All IPFW students are either Indiana University or Purdue University students, with credits appearing on the appropriate transcript, and all will graduate with a degree granted by either Indiana University or Purdue University. While cumbersome to administer, let alone explain to students, the registrar's staff places a priority on communicating the unique policies and procedures of the two universities that affect students. Many of these differences have been eliminated, but important ones remain. One example is transcript fees. Purdue University does not charge for official transcripts, but Indiana University students are charged \$7.00 per copy for the same service.

The university, with support of the Lilly Endowment Retention Initiatives, undertook a series of steps to improve the retention of students at IPFW. Of the four major campus retention initiatives, the Registrar's Office was most associated with the Web-based support tools. The system named OASIS (On-line Access to the Student Information System) has been at the core of the registrar's new series of services. OASIS has enabled IPFW to be the first college or university in Indiana to provide students with an interactive Web interface to administrative systems for admissions, registration, and fee payments. Without these new tools, the new services that have been provided to the campus community would not have been possible.

Several other Web-based services have been developed:

- a graduation application process,
- an enrollment verification request process,
- an option of ordering unofficial transcripts,
- information on ordering official transcripts,
- academic department e-forms for change of majors,
- information on voter registration,
- a link to the National Student Loan Data System (NSLDS) Clearinghouse,
- the calendar of registration dates, and
- the list of current general education courses.

To maintain this new set of services, the Office of the Registrar updated an existing position description to create an Associate Registrar for Student System Reliance. One of the major lessons learned in the re-engineering process was that the new systems need to be maintained at a level at least equal to the former system. This position, as its title indicates, is charged to maintain both the reliability and accuracy of the new systems. On-line systems must be "believed" and trusted. IPFW's systems are, and much of the credit is due to this position and its incumbent.

The Web-based OASIS registration process provided a basis for improving several processes. Students no longer need to go from department to department to gain admission to open and unrestricted classes, or drop classes. Thanks to OASIS, the Registrar's Office is able to monitor all sections of all classes. If a course is open and unrestricted, the registration system will confirm a student's course request instantly. To initiate the new registration process, the

Registrar's Office in conjunction with a Web-Access Committee, developed a guide for students with Web registration. The committee has been surprised to see how little information students needed in advance of the process.

The following section presents the guide provided to students for using OASIS registration:

### Accessing OASIS for Web Registration - A Student's Guide

Upon admission to IPFW, all students receive a personal identification number (PIN) in their acceptance letter as well as the Web site address for OASIS. A student may pick up registration information/printed Schedule of Classes from their academic department or view the Schedule of Classes online. The student should create a schedule and be sure to check the "Available Course Sections" on the Web site to make sure all of the classes selected have seats available. Once the student schedule is planned the following steps are to be followed:

Logging on to IPFW's OASIS Web Page at [www.ipfw.edu/oasis](http://www.ipfw.edu/oasis)

1. Click on: Login to Student Services.
2. Click on: Secured Student Services or Unsecured Student Services.
3. SSN and PIN: The login page requires the student to enter a student ID number (social security number) and personal identification number (PIN). The student is asked to reenter the PIN for verification
4. Click on: Registration & Schedule.
5. Select the desired term using the drop down box.
6. Click on: Course Registration and Drop/Add
7. Enter the course call numbers for the desired classes in the spaces provided. When all call numbers have been entered, click the "Submit" button. Call numbers are located in the online or printed schedule of classes. The page will reappear for verification of schedule. For help with registration errors, click on the "Help" button at the top right corner of the page.

Once registration is complete students may print their schedules, check financial aid, view their account summary, pay for fees with a credit card, or return to the Student Services page for a number of other options.

While OASIS has greatly improved the registration system process, it shouldn't be assumed that it will cure every registration-related headache that the students or staff have. For example, if a large number of students wait too near the deadline to register, then delays or lines may reappear.

## **Bursar's Office**

The three primary Bursar transactions illustrated in the earlier section have been dramatically improved. It is difficult to make a then-and-now comparison because students no longer even need to appear at the Bursar's office to conduct their business. The following updated illustrations assume the student chooses to do each transaction in person.

### Fee Payments

Students who pay in person come to a cashiering window where accounts are accessed on-line. Students can pay by cash, check, or credit card. The complete transaction occurs at the window in the presence of the student. The student receives an updated statement of account which shows the current payment as well as all previous transactions. The entire transaction can be completed in one or two minutes, even if the student has financial aid or an installment plan.

Many students, although not yet a majority, choose to use one of the remote payment methods. Evening and weekend hours are available for both voice response and Web payments. The Bursar also has a night drop box for after-hours payments. Receipts are mailed to the student the next business day.

### Tuition Refunds

All tuition refunds are handled by nightly computer processes. Any student account with a credit balance is issued a refund check or a credit to a credit card account. Refund checks are printed each night and held in the Bursar's Office for pick up until noon on Fridays, when they are mailed to the students' homes. Students also receive an updated statement of account showing the refund.

### Financial Aid Disbursements

Financial aid disbursement is now treated as part of the tuition refunding process. Refund checks are printed nightly and mailed weekly. The initial disbursement each semester is mailed on Friday before classes begin so that nearly all students have their funds by the start of classes without having to stand in a Bursar service line. If a student comes to the Bursar's office to pick up a check that has not yet been mailed, the transaction takes barely one minute. The office is no longer closed on Friday before classes, nor is there any additional overtime required on the weekend.

Stafford loan disbursement is another example of successful automation for students' benefit. Disbursement files are received electronically each night, immediately credited to student accounts, and the credit balances are fed into the nightly refunding process. In other words, students receive their loan proceeds the same day the university receives the funds in its bank account.

## The Future of Enrollment Services

### Admissions Office

The most immediate change for the IPFW Admissions Office was the physical move to new space. This move created opportunities for adjusting processes within the office. The physical layout of the new space allows the behind-the-scenes processing operations to be separated from areas visible to guests. The lobby and reception area have a much more professional appearance, and the office location is more readily apparent upon entering the building.

The goal of the Admissions Office in the future will be to offer as much self-service as the student wants, with as much personal service as each student wants or needs. Technology will enable the staff to serve students as they want to be served, via technology or in person. Staff will be available to assist prospective students who want personal attention because the technology will afford them the time to do so.

Information and services available on the Web will increase, and student interaction with the university via the Web will also increase. Admissions will offer such services as a virtual tour of campus, a chat room with current students, video-streaming of the recruitment video, live Web camera(s) on campus, etc. Information on the Web will eventually lessen, although not eliminate, the use of printed recruitment publications in Admissions and be more cost effective.

With the acquisition of additional technology, student use of the Web will automatically update SIS data and information. Students will create their own record in the information system, whether at the time of application or when requesting information about IPFW prior to application. There will be fewer clerks in the office actually doing data entry. Their role will change to one of verifying data entered by the student.

Scanners and optical character reading technology will also be used to populate fields in the information system. EDI interchange will be employed to collect transcript data from both high schools and colleges. All of these high-tech efficiencies will allow for faster and more accurate entry and processing of data. Scanning for records storage purposes will eventually eliminate the "wall" of paper application folders which currently exists in the Admissions Office. Space limitations force the staff to purge files every two or three years, and a student who was admitted previously but does not matriculate may have to supply admission materials again. With IPFW's significant population of non-traditional students, this happens more frequently than the staff would like.

Credit transfer reports for transfer students which have to be entered into the Indiana University and Purdue University computer systems will be electronically transferred, and the data will be entered into their systems without human intervention. EDI will also bring the transcript data to the IPFW system, courses will be equated in the admissions credit transfer module, and reports

will be provided to students electronically and on paper. Faculty will be able to view the transferred credits of their students on-line using the Web for Faculty module of the SIS.

Cross-training of staff in all student service offices will increase as the service mode evolves into a "one-stop" model. Generalists will be required to know more about more things on campus. Students will, only upon necessity, be directed to specialists for answers to complex questions or situations. Staff will strive to give them accurate information and then "get out of their way." It is exciting to realize the opportunities that technology presents. Within just the past year, with the increasing use of the Web, processes have been transformed. A student who applies and matriculates at IPFW in 2000 will be doing that in a different manner than just a year previously.

### **Financial Aid Office**

In looking at the three levels of change presented in the Coopers & Lybrand "Higher Education Management Newsletter," it is evident that the service units have spent considerable time at the first level, which is the improvement of efficiency of one function (usually through technology). The Internet is used for communicating and information gathering. Computer kiosks are available on campus for access to information and certain transactions. Data is exchanged with the Department of Education and federal contractors through EDI systems. Financial Aid uses a system to determine eligibility and package automatically (including disbursement of aid). Financial aid processes have been redesigned. Some functions have been accomplished at Level 2, Integrate, as well. The concept is to share information and work across functions. A Web interface allows students to see their financial aid information from any place at almost anytime. As previously mentioned, the university has taken the first step (Enrollment Services Office) in the consolidation of the Admissions and Financial Aid offices. The respective directors are also working on enhancing the cooperation between the offices for better enrollment management and financial aid leveraging. The university is also making plans to move to an integrated client/server student information system called Banner. This new information system, and the continued expansion of the Web, will provide even broader access to records for students. This will be the transition to level 3, Redesign, of the three levels of change cited by Coopers and Lybrand.

Much of what will be done in financial aid in the future will be determined by federal modernization initiatives. The most recent initiatives include Access America and the Modernization Blueprint, both of which call for establishing Internet - based "self-servicing" options for schools and students. The goal of Access America is for federal agencies to work together to provide one-stop online service. It would lead to a world-class financial aid delivery system – one that is easy to understand, easy to use to process aid, and easy to access. Access America will create a Web gateway for students to access government services and make transactions online. For schools, lenders, and the U.S. Department of Education, it will provide a central student account for retrieving, recording and processing student data. This transaction-driven system would combine school fund requests, reporting, and reconciliation into a simplified one-step process. The vision is to use a single system to process and provide access to federally administered aid programs.

The Modernization Blueprint is a broad-based plan proposed by the Department of Education's Office of Student Financial Assistance to remove the multiple, tangled processes in student aid delivery by overhauling technology systems and business models. One of the proposed features of the plan is an "online personal assistant" that will answer questions and guide students through the FAFSA application and loan delivery process. The goal of modernization is to create a common environment where all types and sources of financial assistance can be processed in a common business model. The result will be a shift in focus from back-office processing to personalized, constituent-centered service.

Unquestionably, technology has improved and streamlined many of the tasks that financial aid administrators previously did by hand. As a plan to make further improvements, the basic goals behind the new federal initiatives to simplify and centralize access to student data are clearly needed and welcome. However, the need for personalized attention has not changed. In a typical financial aid office, 20% of students take up 80% of the time. Most of that time is spent on counseling activities that do not lend themselves to online "self-service." The system that is being developed for the next decade will allow financial aid administrators to spend less time on administrative support, application processing, system support, and compliance and to spend more time providing first-class service to students.

### **Academic Advising**

The combination of flexible human resources and technical advancement has allowed students to perform their own registration and drop-add changes and has also made advising in peak times a better experience for both students and advisors. However, recent focus groups suggest students remain less satisfied with academic advising at IPFW than with other campus services. Still, it is encouraging to review anecdotal comments of ACCS (formerly SACS) students who move to their chosen academic major. Reports in the past three years are unusually positive, given what are still very high numbers of students served in the office.

What kind of future is planned for campus advising at IPFW? Several assumptions impact the kind of outcomes that can be anticipated: IPFW, by nature of its mission, will continue modest selectivity in its admission procedures, most students will work at least one job and, in part because college is only one of several priorities for many students, too many will choose to be admitted after the time when campus services could provide better assistance.

OASIS in its full implementation will offer financial aid, billing, general student status, and registration information so that students can receive "help" without being on campus. Advisors, particularly in the academic units, can use this same information to advise many students for more than simply the coming term. There can be more time for discussion of out-of-class involvement, internship possibilities, and planning for careers or graduate school. Eventually, the system will add computer-based records of progress toward degree completion. The new opportunities for students to complete transactions without assistance does create the opportunity for students to avoid advisor contact because of inconvenience, the wait, or an expectation that they will hear information they would prefer to avoid. The challenge is to offer sufficient

autonomy for students with enough built-in connections to university service providers, including advisors, so that students cannot slip through the cracks and ultimately fail.

Future advising at IPFW includes accomplishing the objectives and addressing the challenges described below:

- Achieving a student-to-advisor ratio in ACCS that is better than the current 460 to 1. This segment of the student population does not lend itself to group advising, and many students require special attention for a variety of reasons.
- Part-time and peer advisors generate up to 45 hours per week in ACCS during peak advising weeks and during SOAR. These individuals are essential to providing expected levels of service and the cost of peer/part-time advisors must be supported after grant support has expired.
- Merging career and advising services will help qualified students to declare majors earlier. This could modestly help the advisor/advisee ratio.
- Consideration should be given to having additional academic units advise transfer and non-degree students who have more than 60 credits, regardless of GPA. ACCS is responsible for advising more of these students when their academic unit has set program-entry standards.
- To be effective, advising must be as "high-touch" a service as can be managed. While that has always been a feature of this advising process, it has not always been as timely as some students expect it to be.
- Web applications are a success story with many students, particularly those of traditional college age. Therefore, in terms of informing prospective and current students, and supplementing person-to-person strategies, programs and services, Web applications must continue to be expanded. For many current students and for increasing numbers of future students, Web applications can respond to a very significant proportion of student needs.
- Home pages, Web design, and maintenance will require increasing amounts of resources. Training and maintenance are already major issues, and there is a backlog of projects in need of technical expertise. To the extent units are enabled to hire qualified professionals to create the kind of pages which in turn can be readily updated by less prepared users, the university can be successful in keeping important, accurate information available to students at their convenience.
- IPFW has begun a program for faculty and staff advisor training. Not only will this raise quality and consistency, but faculty and full-time staff advisors would be better connected as well.

- Advising should be integrated into the annual review for faculty who advise, just as it is for staff. A sample evaluation instrument has been developed and circulated to provide a recommended process for evaluation.

### Registrar's Office

The offices that support the traditional registrar function at IPFW continue to work to improve their collective processes and build upon their successful collaborations. Efforts will be made to increase the use of Web and telephone technology in order to improve services to students and to reduce student in-person traffic in several of the offices. Further, the campus is committed in the next few years to develop a full transfer credit portal within the state of Indiana using the SPEEDE standard for exchanges of data with other institutions.

IPFW has made a major commitment to distance education, in the form of videotape, cable broadcast, and Web-based courses. The current student information system is configured to support all efforts that the university may undertake in the next few years.

IPFW is also considering the installation of a voice-response registration system to augment Web and in-person services. Since all telephone service in Northeast Indiana is "touch-tone," every home and office would be able to access on-line registration services. This will address a concern for those students who may not have access to a Web-connected computer and provide a viable alternative to Web-based services.

The following projects are planned in the next few years:

- Debit cards - "Smart" student ID cards that would allow students to interface with self-service kiosks. The cards should also serve as a debit card for financial aid or be tied to the students' bank accounts.
- PipeLine - This is a value-added product offered in conjunction with SCT's Student Systems. It will permit an advanced Web interface for both students and faculty members. While "free" to the campus, it does include commercial advertising. Currently, the campus is reviewing the implications of using ad-supported tools.
- Web for Faculty - This tool is the next step in a series of Web services projects at IPFW. It will allow faculty and advisor access to the SIS database via a Web-enhanced portal. Faculty members will have access to class lists, grade rosters, and data on both their students and advisees.
- Purdue Transcript Service- The offices of the Registrar at both West Lafayette and Fort Wayne are committed to finding a means of providing official transcript service for IPFW students, as is done for the Indiana University students.

- Degree Audit – A project to develop a SIS-based, on-line degree progress record has been delayed by the commitment to implement the SCT Banner system. When developed, the system will monitor courses taken by students and evaluate their progress towards completing their educational goals. This tool will support the traditional student-advisor relationship by providing a simple-to-read “road map” to meeting the student’s objectives.

### **Bursar’s Office**

Future improvements in Bursar services will likely occur in the electronic and automation areas. As IPFW converts its SIS Plus software to the Banner system, there will be additional opportunities for process re-engineering.

The following improvements have been set as departmental goals and will receive attention over the next several years:

- An ACH (direct deposit) option for tuition and refunds. This process will eliminate mailing time and the student’s need to go to a bank to negotiate a refund check.
- Linkages to the campus identification card for financial transactions. This could lead to making the ID card a true debit card, perhaps limited to on-campus transactions. A particularly useful service will be to allow use at the campus bookstore, which is under a contractual management arrangement with Follett’s.
- Installation of financial kiosks or ATM-like stations for students to pay fees by credit card. Much of the infrastructure is in place for this through the current voice response and Web interface.
- Continued effort to simplify payment deadlines. Since IPFW now offers on-going registration opportunities, payment deadlines have become more confusing.

Additional productivity improvements will also occur in back office operations to free up even more staff time for direct student service. Key areas to be targeted include account reconciliation (bank accounts, financial aid accounts, etc.) and accounts receivable management. The latter issue has become significant because nearly 2,000 students are now choosing monthly installments for tuition payments. As a service to students, the installment plan is managed in-house by Bursar staff rather than being contracted out to a national service.

### **Student Services for Distance Learning**

The IPFW distance education effort is coordinated through the Off-Campus Credit Program in Continuing Studies. While students receive academic advising through university departments, the Off-Campus Credit staff acts as a facilitator, when necessary, to coordinate services with the

offices of admission, financial aid, registrar and academic units. Students receive assistance by phone, fax and Internet. Admission and registration are now available on-line for all students. The university purchased a license for WebCT, a distance learning courseware management tool, which allow students to more easily interact with faculty and students, view grades, and access course materials and syllabi.

IPFW is a member of the Indiana Partnership for Statewide Education (IPSE) and joins with the Indiana College Network (ICN) to promote distance learning and better coordinate services for students throughout the state. Through the Partnership, students in Indiana can register in distance-delivered course work offered by other Indiana universities at the student's home institution. This eliminates the need to be admitted to multiple universities and provides continuity in advising, financial aid, and other student services at the home institution. Additionally, learning centers are available throughout the state to provide student access to computers, satellite and teleconferencing equipment, test proctoring, and other learning support services for IPFW students. Further information about ICN and IPSE can be obtained at the ([www.icn.org/](http://www.icn.org/)) and ([www.ihets.org/distance\\_ed/](http://www.ihets.org/distance_ed/)) Web sites.

### **Re-engineering Student Services for Distance Learners**

With the exception of the Electronic Communications Certificate, all students enrolled in distance-delivered courses must complete their degrees with a combination of on- and off-campus courses. Consequently, most distance-learning students at IPFW do receive advising and other student services through regular university channels. In an attempt to better serve the student body and accommodate the needs of a commuter-campus clientele, many areas have provided on-line, telephone, and extended services. These enhancements have not only benefitted on-campus students but also provided a foundation for strong support for distance learners.

IPFW staff have developed a distance learning home page with links to many needed services ([www.ipfw.edu/dlearning](http://www.ipfw.edu/dlearning)). It provides a focal point from which to locate needed on-line information for the distance student regarding admission, registration, financial aid, bursar, library resources, technical assistance, testing, and instructional resources for WebCT and other basic software. Besides semester course listings and contacts for faculty, the links include a course description and syllabus that allows the student to view or print directly off the Web. An on-line self-assessment is being designed to allow students to match their needs and expertise with those necessary to be successful in distance learning. For example, students can assess their levels of motivation, experiences with technology needed for courses, past academic experiences, and time management skills. The hope is that this knowledge will help students make appropriate decisions about enrollment or the need to update their skills prior to enrollment. Additional links to distance learning sites at Indiana University, Purdue University, the Indiana College Network and ICPAC, the Indiana Career and Post-secondary Advancement Center ([www.icpac.indiana.edu/](http://www.icpac.indiana.edu/)), give distance learners additional resources through IPFW inter-campus and agency networks.

The Distance Education Coordinating Committee (DECCO) ([www.ipfw.edu/DECCO/](http://www.ipfw.edu/DECCO/)) has formed a task force to recommend an assessment and evaluation process for distance learning. The plan is to have a survey available on-line to collect student input regarding student support services and to coordinate it with departmental evaluations. With this information, IPFW will be better able to tailor on-line services for students. IPFW departments are currently in the initial stages of providing on-line advising, tutoring and document delivery. The issues underscored by the needs of distance learners are also helping the institution focus on the needs of all students. As solutions for these challenges are implemented, all benefit.

### **Student Focus Groups**

An IPFW faculty member conducted three focus group sessions in November and December 1999. Each focus group was composed of a randomly selected sample from one of three targeted populations: freshmen, juniors, and nontraditional students (over 25 years old). Among the 34 student participants, there were 22 females and 12 males; 19 identified themselves as in the 17-24 age range; and each of the other age ranges: 25-34, 35-44, 45-55 had five students each. Twenty-six of the participants were full-time students and eight were part-time. All 11 freshmen were full-time students, and the 17-24 age range was most represented in the overall sample.

Although the same question set was used in each session, the responses varied somewhat, depending in part on the experience level of the students. Not surprisingly, for example, the freshmen offered more responses about the admissions process than did their counterparts, who typically dealt with admissions some time ago. The following summary reflects aggregate data and combines the information obtained from the three sessions as a whole. Information is presented by enrollment service unit, which coincides with the question format used.

**Admissions.** Overall, the participants reported positive experiences and were pleased with the helpfulness of the staff members. The freshmen commented on the ease of the admissions process and the accessibility of information. Students in the other sessions cited some examples of confusion in the process for transfer students. Recommendations for change included a better tracking system for applications that precludes a second mailing to those who already have submitted their materials, more information about majors in the application packet, and more information on the Web about the admissions process for new students and transfers. Students liked the orientation program (SOAR), but made two advising-related suggestions: invite smaller groups of students to reduce the waiting time for advising, and make sure advisors are present and available when the students are on campus.

**Financial Aid.** Some students in each group were financial aid recipients, yet even those who were not had some opinions based on what they had heard from others. The staff was described as helpful, although one group added the caveat that the degree of helpfulness varied from one staff person to another. There was overall agreement that confusion exists about who receives what types of aid and why. Students also cited the burden of paperwork, including some occasions when paperwork was misplaced or double sets of the same thing were received. Each

group cited the need for more information about what is available to whom and how it may be accessed. Other suggestions included revising the loan deferment process to eliminate some of the paperwork (if possible) so that continuing students do not need to reapply every term, and increasing counseling regarding dropping classes while on financial aid.

**Registrar.** Overall, students like the on-line registration (OASIS). However, they expressed concerns about access to this option, noting that those who do not have ready computer access may be at a disadvantage if on-line registration results in classes filling faster than usual. Advising concerns related to on-line registration were cited in two contexts: some advisors may use OASIS as an excuse not to see students, and some advisors cause confusion because they are not skilled with using the on-line system. Recommendations for change included extending the available hours for OASIS and adding some information about appropriate sequencing for courses (so students can make more informed choices), as well as coordinating financial aid availability to coincide with early registration and fee payment deadlines. More assistance for the Veterans' Affairs advisor was also cited so that paperwork is submitted in a timely manner.

**Bursar.** The participants noted friendly staff members, a reasonably smooth process, and appreciation for the option to pay by telephone. However, they recommended more staff availability during peak hours, extended hours (i.e. after 5:00 p.m.), and better coordination of billing and registration so that bills arrive with sufficient time to meet payment deadlines. One group cited a reverse incentive, in that students who register early must pay sooner than those who wait, prompting some students to delay registration so they can take advantage of a later payment date.

**Advising.** This topic generated a wide range of responses, reflecting a variety of experiences. The underlying issue is that advising seems to vary greatly depending on the skill and interest level of the advisor. Students urged setting campus-wide standards for advising as one way of making the experience more consistent. Additionally, they suggested that students should have the option of selecting their advisors (in fact, students may ask for a change in advisors). They also recommended that the university stress the importance of setting advising appointments with beginning students because they may be too unfamiliar with the concept to recognize its significance. The pros and cons of faculty as advisors were discussed with the key positive aspect cited as getting to know the faculty members better. The negative factors were that designated staff, who have advising as their primary job responsibility, have more time than faculty for advising, and that an awkward situation arises when a student and faculty member have had a less than rewarding class interaction, but are assigned to continue working together in an advising relationship.

### **Student Telephone Interviews**

To determine distance learning students' level of satisfaction with enrollment services, telephone interviews were conducted by the Off-Campus Credit Office staff with students enrolled during the 1999 fall semester. The participants were selected randomly by contacting every fourth

student on each distance education course class roster, repeating the process until twelve students agreed to be interviewed. The students were evenly divided by gender; 42 percent were enrolled full time; they ranged in age from 17 - 64 years with 50 percent being between the ages of 25-34 years; half had been at IPFW for 3 - 5 years; 67 percent were transfer students; and 83 percent indicated they had access to the Internet.

The responses were generally very favorable. Students indicated that the admissions process was quick and convenient, especially through the mail or the Web. They appreciated the ability to register over the telephone or through OASIS and pay tuition by telephone. Eighty-three percent believed their advisor was very helpful and available when needed. Concerns were expressed by relatively few students regarding processing of transcripts sent to the Admissions Office, response time in hearing about their aid package from the Financial Aid Office, cancellation and late fee policies, and advisor access and knowledge. Overall, students were very happy with the student enrollment services for distance learners and commented that they would like a greater variety of courses offered via distance delivery.

### A Student's Perspective

As the students' voice on the committee, I feel it is necessary that I share the information that I have acquired from students concerning student services at IPFW. The students' voices are very important in the business of education. That is why this committee held focus groups with students to find out what is good about the university and what needs to be changed. As the student representative to the committee, I went out and talked to many students on the enrollment services offered here at IPFW. Just in casual conversation, I discussed what they liked and disliked about student services. In this report I will discuss the student responses that I recorded. This information is from my own notes made while talking with these students. I will discuss five areas of student services: admissions, financial aid, advising, registration, and payments.

When talking with the students, admissions was a function that most students were pleased with. There weren't any significant complaints from students concerning their admission to IPFW. The only real problem with the Admission Office was that a few people thought the response to their application was a little slow. I personally had no trouble with the Admission Office, and the vast majority I talked with had no problems either.

Financial aid is the next topic I discussed with students. I received some mixed responses on this topic. Like the Admissions Office, most people had no problems with their financial aid. There were, however, some students that expressed strong feelings against the Financial Aid Office. The biggest complaint was from students who had received their aid late and were forced to use their own money until the problem was worked out. Some students expressed some frustrations about the staff efforts to understand their financial aid. Some felt the staff was not very helpful and was just trying to move onto

the next person. However, they felt that the staff had become more helpful than in previous years. When they had a problem, the staff was courteous and answered all their questions.

In the area of academic advising, I received many interesting comments. Older students were split on this topic. Many older students don't use the academic advising as much in their final years of school, but say they can go to their advisor if they need to. Some felt the advising they had received was great, and they had become very close with their advisor. They felt that the advisor was always there for them and could answer any question they had. The other half didn't even know who their advisor was. They had one in the beginning but the advisor wasn't very helpful, so they just did everything by themselves. They felt their advisor didn't show any interest in helping them so they quit going. The younger students' responses really surprised me. Most of the students I talked to knew who their advisor was, but felt they really didn't need any help and just signed up on the computer through OASIS. They said if they needed something they could go and talk with their advisor, but they just felt comfortable enough to register for the classes they needed.

Registration services, like academic advising, yielded responses that were also split between older students and younger students. Younger students just loved the online registration, OASIS. They felt it was easy and very convenient for them. Older students just didn't trust OASIS and felt more comfortable filling out a registration card and turning it in to their department. The big complaint of both groups was that there are not enough sections of classes offered. Many classes were only offered one time of the day, and students had to rearrange their whole schedule to fit that certain class. Students felt that classes need to be offered at different times throughout the day. Many upper-level courses are only offered at one time, and many students cannot make the class that they may need. Being a commuter campus, IPFW needs to offer more classes to students who travel great distances. Another problem was that students wanted the schedule of classes posted a year in advance. Older students expressed difficulty in making a schedule for the fall and not knowing if a class needed for graduation would be offered in the spring. Many students also wanted a longer period to drop for a full refund, instead of one week. The students expressed that in one week you don't really get into the class. You have to make your decision too quickly. They felt that two or three weeks would help a lot.

Regarding the payment process and the Bursar's Office, many of the students I talked with really liked being able to mail their bill to the school instead of driving all the way to the campus. The one problem they did talk about in the mailing was that the Bursar's Office would send your bill, but had not taken out the bank tax for the loan. Many people said it would be easier to just add that to the bill so they could pay it all at once. All the students said they thought everyone was helpful and polite at the Bursar's Office. They had no big problems with the office, except they wish there were more open windows when everyone was paying at the beginning of the semester.

The over-all impression was that students were pleased with the enrollment services offered at IPFW. All the students were pleased with the progress that has been made and hoped that the administration would continue to improve services for students.

## Conclusions

1. The enrollment services offices at IPFW have responded to new needs and opportunities and have made significant progress during the past decade in facilitating students' interactions with the university. They have created a real-time, student-centered environment by utilizing the best in current and emerging technology, eliminating unnecessary forms and procedures, restructuring offices, cross-training staff, and providing effective leadership.
2. The positive effects of the re-engineering project in enrollment services are clearly documented by the Student Satisfaction Inventories, focus groups, and interviews with students. Students are particularly pleased with admissions and the delivery of financial aid, registration, and billing/fee payment processes. The new on-line access to the student information system (OASIS) has literally been an overnight success.
3. The enrollment services units at IPFW are well-positioned to build on the successes of the re-engineering services for students' initiatives. They have skillfully blended high-tech and high-touch services to meet students' ever changing needs and expectations. And, they are committed to continue the re-engineering process to improve and enhance service at all levels to students.

## Continuing Challenges

1. Providing consistently high quality academic advising across the campus continues to challenge academic departments and advising units. Progress has been made, but there is still room for improvement. By separating advising from registration, using technology to track progress toward degree completion, improving advisor training and development, and placing more emphasis on the role of faculty as academic advisors, the needed improvements should be realized in the near term.
2. Implementation of the Banner system will require intensive efforts from all of the enrollment services offices, along with training of the large number of other faculty and staff who access the system. The offices have demonstrated the ability to make a similar transition in the implementation of the Plus2000 system, and additional resources are being invested in the transition to the Banner system in order to facilitate the conversion.
3. Financial aid processes involve many outside partnerships and wide variations in the responsiveness of the process. Continuing efforts will be required to educate students about their responsibilities in applying for aid and about the lead times that are required.

Exhibit II.1.A.

Student Satisfaction Inventories Summary

Institutional Means

Indiana University - Purdue University Fort Wayne

	1994			1998		
	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap
Academic Advising	6.28	4.72	1.56	6.20	4.98	1.22
Registration Effectiveness	6.21	4.76	1.45	6.14	5.14	1.00
Recruitment and Financial Aid	5.88	4.35	1.53	5.90	4.85	1.05

**Key:** Responses are based on a seven-point scale with seven being the highest possible score.

- Importance score ratings reflect how strongly students feel about the expectation.
- Satisfaction ratings show how satisfied students are that their expectations have been met.
- Performance gap scores (importance rating minus satisfaction rating) show how well IPFW met the expectation overall.

Institutional Summary

		1994					1998				
		Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	
ACADEMIC ADVISING		6.28	4.72	1.56	6.20	4.98	1.22				
My academic advisor is approachable		6.39	4.86	1.53	6.26	5.08	1.18				
My academic advisor is concerned about my success as an individual		6.19	4.57	1.62	6.16	4.84	1.32				
My academic advisor helps me set goals to work toward		5.91	4.14	1.77	5.89	4.42	1.47				
My academic advisor is knowledgeable about requirements in my major		6.55	5.11	1.44	6.40	5.30	1.10				
Major requirements are clear and reasonable		6.37	4.90	1.47	6.27	5.27	1.00				

Institutional Summary

	1994				1998				
	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap
RECRUITMENT AND FINANCIAL AID	5.88	4.35	1.53	5.90	4.85	1.05			
Admissions staff are knowledgeable	6.21	4.80	1.41	6.21	5.18	1.03			
Financial aid counselors are helpful	5.81	4.21	1.60	5.88	4.80	1.08			
Financial aid awards are announced to students in time to be helpful in college planning	5.88	4.02	1.86	5.81	4.71	1.10			
Adequate financial aid is available for most students	6.07	4.03	2.04	6.13	4.75	1.38			
Admissions counselors respond to prospective students' unique needs and requests	5.80	4.45	1.35	5.79	4.77	1.02			
Admissions counselors accurately portray the campus in their recruiting practices	5.46	4.45	1.01	5.57	4.81	0.76			

Institutional Summary

		1998					
		1994			1998		
		Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap
REGISTRATION EFFECTIVENESS		6.21	4.76	1.45	6.14	5.14	1.00
Billing policies are reasonable		6.07	4.54	1.53	5.99	5.05	0.94
The business office is open during hours which are convenient for most students		5.93	4.72	1.21	5.92	5.01	0.91
The personnel involved in registration are helpful		6.28	4.93	1.35	6.23	5.28	0.95
I am able to register for classes I need with few conflicts		6.62	4.48	2.14	6.45	5.01	1.44
Class change (drop/add) policies are reasonable		6.13	5.14	0.99	6.08	5.34	0.74

## Exhibit II.1B.

### Academic Programs

ASSOCIATE DEGREES	UNIVERSITY	UNIVERSITY	UNIVERSITY
		Construction Engineering Technology, B.S.	Purdue
Architectural Engineering Technology, A.S.	Purdue	Criminal Justice, B.S.	IU
Biology, A.A.	Purdue	Economics, B.A.	IU
Business Administration, A.S.	IU	Electrical Engineering, B.S.E.E.	Purdue
Chemical Methods, A.S.	Purdue	Electrical Engineering Technology, B.S.	Purdue
Civil Engineering Technology, A.S.	Purdue	Elementary Education, B.S. Ed.	IU
Commercial Art, A.S.	IU	Engineering, B.S.E.	Purdue
Computer Science, A.S.	Purdue	English, B.A.	IU
Criminal Justice, A.S.	IU	Fine Arts, B.A., B.F.A.	IU
Dental Hygiene, A.S.	IU	French, B.A.	IU
Dental Laboratory Technology, A.S.	IU	General Science, B.S.	Purdue
Early Childhood Education, A.S.	IU	General Science Teaching, B.S.	Purdue
Electrical Engineering Technology, A.S.	Purdue	General Studies, B.G.S.	IU
English, A.A.	IU	Geology, B.A., B.S.	IU
French, A.A.	IU	German, B.A.	IU
General Studies, A.G.S.	IU	Health Services Management, B.S.H.S.M.	IU
German, A.A.	IU	History, B.A.	IU
Health Information Technology, A.S.	IU	Industrial Engineering Technology, B.S.	Purdue
History, A.A.	IU	Information Systems, B.S.	Purdue
Hotel, Restaurant and Tourism Management, A.S.	Purdue	Interpersonal and Organizational Communication, B.A.	Purdue
Industrial Engineering Technology, A.S.	Purdue	Labor Studies, B.S.	IU
Information Systems, A.S.	Purdue	Mathematics, B.S.	Purdue
Interior Design, A.S.	Purdue	Mathematics Teaching, B.S.	Purdue
Labor Studies, A.S.	IU	Mechanical Engineering, B.S.M.E.	Purdue
Mathematics, A.A.	Purdue	Mechanical Engineering Technology, B.S.	Purdue
Mechanical Engineering Technology, A.S.	Purdue	Media and Public Communication, B.A.	Purdue
Nursing, A.S.	Purdue	Medical Technology, B.S.	IU & Purdue
Organizational Leadership and Supervision, A.S.	Purdue	Music, B. Mus., B.Mus. Ed., B.S.	IU
Political Science, A.A.	IU	Music Therapy, B.S.	IU
Psychology, A.A.	Purdue	Nursing, B.S.	Purdue
Public Affairs, A.S.	IU	Organizational Leadership and Supervision, B.S.	Purdue
Radiography, A.S.	IU	Philosophy, B.A.	Purdue
Spanish, A.A.	IU	Physics, B.S.	Purdue
Women's Studies, A.A.	IU & Purdue	Physics Teaching, B.S.	Purdue
		Political Science, B.A.	Purdue
<b>BACHELOR'S DEGREES</b>	<b>UNIVERSITY</b>	Psychology, B.A.	Purdue
Anthropology, B.A.	IU	Public Affairs, B.S.	IU
Biology, B.S.	Purdue	Secondary Education, B.S.Ed.	IU
Biology Teaching, B.S.	Purdue	Sociology, B.A.	IU
Business, B.S.B	IU	Spanish, B.A.	IU
Accounting		Speech and Hearing Therapy, B.S.	Purdue
Business Economics		Speech Communication Teaching, B.A.	Purdue
Finance		Theatre, B.A.	Purdue
Management & Administration		Theatre Teaching, B.A.	Purdue
Marketing		Women's Studies, B.A.	IU and Purdue
Chemistry, B.S., B.S.C.	Purdue		
Chemistry Teaching, B.S.	Purdue		
Computer Science, B.A., B.S.	Purdue		

## Exhibit II.1B.

### Academic Programs, continued

MASTER'S DEGREES	UNIVERSITY
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Applied Computer Science, M.S.	Purdue
Biology, M.S.	Purdue
Business Administration, M.B.A.	IU
Chemistry, M.S.	Purdue
Education, M.S.Ed.	IU
English, M.A., M.A.T.	IU
Liberal Studies, M.L.S.	IU
Mathematics, M.S.	Purdue
Nursing Administration, M.S.	Purdue
Professional Communication Studies, M.A., M.S.	Purdue
Public Affairs, M.P.A.	IU
Sociological Practice, M.A.	IU

CERTIFICATE PROGRAMS	UNIVERSITY
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Accounting, post-baccalaureate	IU
Advanced Microprocessors	Purdue
American Studies	IU
Computer-aided Drafting	Purdue
Computer Architecture	Purdue
Computer Controlled Systems	Purdue
Critical Care Nursing	Purdue
Data Processing	Purdue
Database Systems	Purdue
Dental Assisting	IU
Drafting	Purdue
Electronic Communications	Purdue
Ethnic and Cultural Studies	IU
Gerontology	IU
International Affairs	IU
Labor Studies	IU
Native American Studies	IU
Peace and Conflict Studies	IU
Piano Pedagogy	IU
Power Electronic Systems	Purdue
Programming	Purdue
Public Health	IU
Public Management	IU
Quality	Purdue
Software Engineering	Purdue
Supervisory Leadership	Purdue

## CHAPTER II

### CONNECTIONS WITH THE COMMUNITY SPECIAL EMPHASIS

This portion of IPFW's self-study report focuses on the special emphasis topic entitled Connections with the Community. This topic was selected for analysis because of IPFW's continuing commitment to serving the region beyond the classroom. The special emphasis report includes the following sections:

- Introduction
- *IPFW in the 1990s: A Progress Report*
- Studies of Community Service at Other Universities
- IPFW Mission and Vision and their Relationship to Outreach
- The Community Outreach Study
- Highlights of Community Outreach/Partnerships
- Findings and Analysis
- Conclusions
- Summary

#### Introduction

Indiana University-Purdue University Fort Wayne fulfills many regional roles. As northeastern Indiana's largest institution of higher learning, the university encompasses credit and non-credit academic programming, research and creative endeavor, and community service throughout its ten-county region. Through its many partnerships and community service ventures, IPFW has distinguished itself as a major contributor to the economic, social, and cultural life of the region. The university is an integral part of the region, just as the region is an integral part of the university.

IPFW interacts with the northeastern Indiana region on many levels beyond the offering of university classes and recognizes the essential nature of this community interaction. The university therefore elected, through the reaccreditation process, to complete an inventory of the dimensions of community partnerships and outreach and to begin an examination of the impact of community outreach on IPFW and its partners. The results of the self study were intended to lead to recommendations for further study and improvements of IPFW's contributions to the regional community.

#### *IPFW in the 1990s: A Progress Report*

The prominence of community connections was evident in the planning process that resulted in publication of *IPFW in the 1990s: An Urban Strategy*. This process began in 1986, when

IPFW's major academic units and administrative offices began to compile reports examining their respective missions, external and internal needs and opportunities, comparative advantages, and goals and objectives. A Chancellor's task force reviewed the reports and developed a vision of the distinctive role that IPFW could play in the future of northeastern Indiana. The task force report was published in 1988 as *IPFW in the 1990s: An Urban Strategy*.

Outreach and community partnership were embedded in the five strategic goals, and specific strategies were identified in the plan. A review of the goals for community connections and success in accomplishing them provides a useful introduction to the current study of IPFW's community connections. The goals and strategies are summarized below in *italics*, and statements in brackets summarize IPFW's achievements in these areas during the last decade.

*Goal 1: To develop major academic themes that reflect upon and respond to urban-regional needs.*

- *Establish centers for small business entrepreneurship and business and economic research.* [IPFW is currently developing an Entrepreneurial Center in the School of Business and Management Sciences. The Community Research Institute has developed into a widely respected source of economic information about Fort Wayne and the northeastern Indiana region.]
- *Investigate the feasibility of an industrial center to link IPFW to industry and business.* [IPFW is a partner in plans to develop a Northeast Indiana Innovation Center. This is the first center in this region to be developed with a formal mission to link university faculty expertise with the development of high tech businesses and to support the development of these kinds of companies in this area.]
- *Expand offerings in professional Continuing Studies.* [IPFW has re-oriented its non-credit programs to emphasize classes focused on business and industrial needs. These programs encompass management skills, use of technology to improve business operations, federal and state compliance issues, and customized programs for individual companies.]
- *Develop research, consultation, and educational activities in software productivity.* [A certification program in software engineering has been developed, and a computer engineering program is in the planning stages. Faculty members regularly serve as software consultants for area business and industry.]
- *Create a consulting and educational program in computer-integrated manufacturing (CIM) that emphasizes factory automation and quality control.* [CIM and quality control, developed as separate degree and certificate programs in the early 1990s, are now integrated in various engineering technology programs.]
- *Provide the expertise and facilities needed for environmental research and for addressing regional problems such as flood control, waste disposal, soil characteristics, land use,*

*urban planning, and housing and highway development.* [IPFW provides professional expertise through consultations and board memberships and has recently developed a center for herpetological research.]

- *Design courses to meet the needs of the internship program for teachers required by the state of Indiana.* [IPFW's teacher preparation programs include an innovative model of internship experiences that increase in intensity with each year of study toward the degree.]
- *Extend joint ventures with community organizations such as the Allen County Historical Society, Fort Wayne Philharmonic, Lincoln Library and Museum, and promote the arts through community efforts such as the Forte Arts Festival.* [IPFW sponsors and participates in a wide variety of joint ventures with community arts organizations. IPFW faculty and staff also serve as board and committee members for most of these agencies.]
- *Seek new opportunities for artistic collaboration and program collaboration among the departments of Theatre, Music and Fine Arts; and, through these interdisciplinary initiatives, enhance community outreach and maximize the potential of the new Fine and Performing Arts Complex.* [IPFW has pursued this strategy through the musical theatre program, coordination of theatre productions and art exhibitions, cross-marketing of events, visiting artists, the Community Arts Academy; the Artist/Teacher Institute, linking artists with K-12 school teachers through workshops and courses for teacher license renewal, as well as inclusion of community actors and musicians in theatre department productions. A music building/center for the performing arts is included in IPFW's long range capital budget plans.]

*Goal 2: To ensure the high quality of the undergraduate academic programs and experience.*

- *Add more events that promote student, faculty and alumni interaction.* [IPFW's Office of Alumni Services sponsors a growing number of programs designed to promote alumni involvement with the campus in cooperation with deans and department chairs. Students and faculty also interact through a growing number of special programs, including those sponsored by the Undergraduate Research office.]
- *Develop intercollegiate athletic programs and thereby give recognition to IPFW and boost morale.* [IPFW has expanded athletics programs throughout the 1990s and has declared an intention to move to NCAA Division I status. The campus has also sponsored a series of special events such as a pre-Olympic exhibition in volleyball.]

*Goal 3: To create greater opportunities for access to the benefits of higher education.*

- *Expand non-credit programs with emphasis on professional Continuing Studies, state-of-the-art conferences, and short courses.* [IPFW offers many non-credit courses,

workshops, and certificate programs for the business and education communities as well as general interest courses for the community through Continuing Studies.]

- *Develop more off-campus credit courses for industry and business at their locations.* [Continuing Studies has increased sites and course offerings in each of the past several years. Credit programs at company sites have been a part of this growth.]
- *Maintain a regional assessment of training needs and create credit and non-credit courses to meet these needs.* [Continuing Studies programming is based on regular assessment of regional education and training needs.]
- *Promote greater use of television, particularly Channel 56, to deliver credit courses to the Fort Wayne region.* [IPFW has expanded the number of courses taught through distance education media, including television. Recent student surveys show that interest in televised courses is declining as videotaped and Internet-based courses become more popular.]

*Goal 4: To plan and secure facilities to support the academic master plan.*

- *Build a fine and performing arts complex, thereby enabling IPFW to complement efforts to enhance Fort Wayne as a regional arts center.* [IPFW has included a performing arts center adjacent to the Williams Theatre and the Visual Arts Building in its long range capital budget plan. The proposed building would house the music department and complete the arts complex, as well as provide office and rehearsal/performance space for a variety of selected community arts organizations.]
- *Study the feasibility of a conference center to accommodate on-campus conferences sponsored by Continuing Studies and other IPFW groups.* [A study in the early 1990s led to a conclusion that a conference center and hotel complex was not feasible at that time. The recent implementation of a B.S. in Hospitality Management has re-opened discussions about the feasibility of developing such a facility.]

*Goal 5: To increase alumni and community involvement in the future of higher education in northeastern Indiana.*

- *Communicate more effectively with alumni, through a high-quality publication, to encourage greater involvement in programs and projects.* [The Office of Alumni Services has developed a new alumni magazine and a regular newsletter for alumni. Schools and divisions have also established alumni newsletters.]

The plan included a number of other recommendations which touch on community outreach. Many of these recommendations overlapped with the strategic initiatives described above.

This summary shows a strong record of accomplishing the goals established ten years ago. In turn, these accomplishments have become a foundation for important parts of the community connections described in the current study.

### **Studies of Community Service at Other Universities**

Community outreach has long been a significant part of public university service obligations. Three recent studies of community outreach have helped to guide the development of IPFW's study of the topic.

**Michigan State University.** Michigan State University (MSU) formed a Committee on Evaluating Quality Outreach in 1995. After learning that definitions and value attached to outreach varied from unit to unit, the committee developed a comprehensive guidebook for planning, measuring and evaluating outreach. The guidebook encourages discussion about what quality outreach means; assists units in planning, resource allocation, assessment and accountability; suggests ways to reward outreach in tenure, promotion, and merit review decisions; suggests ways to document accomplishments in outreach; and recommends that units communicate about outreach both internally and externally. The concepts articulated by the Michigan State University committee are relevant to the outreach of any institution and will continue beyond this self study as a guide to further improvements in IPFW outreach efforts.

**Urban Universities Portfolio Project (UUPP).** The project is a cooperative effort among six urban universities to identify characteristics and appropriate performance indicators for community outreach and includes Indiana University-Purdue University Indianapolis (IUPUI) among the participants. This three-year project has been funded by Pew Charitable Trusts and is co-sponsored by the American Association for Higher Education. The goals are to (1) enhance understanding, among both internal and external stakeholders, of the distinguishing features and missions of urban public comprehensive universities, and (2) enhance the capacity of these universities to communicate, through the institutional portfolio, about their effectiveness in achieving their missions. The portfolio is not yet complete in the area of community outreach, and IPFW will monitor the continuing development of the project as a source of ideas for publicizing accomplishments.

**Urban University Statistical Portrait Project (UUSPP).** A similar project, based at IUPUI, is the UUSPP, which involves fifteen urban universities in the construction of a complex portrait of urban universities. Included in the analysis are student profiles, student progress and performance data, alumni outcomes, academic program and support data, resource (human, fiscal, physical) data, and community outreach information. While well advanced in most of these categories, UUSPP is at the beginning stage of evaluating outreach. Preliminary conclusions are that community outreach and service evaluation will likely require unique instruments, both qualitative and quantitative, to provide adequate information.

Tentative plans of UUSPP involve appraising scope and types of outreach programs, number of programs with active community or industry advisory boards, faculty participation in public

service and outreach, community use of academic space, profile of library patrons, recreation facilities usage, employer and community views of institutional impact, and economic impact measures (rank of institution as employer in region; socio-economic status of employees relative to region).

UUSPP intends to consider the integration of community interactions and partnerships in all three major areas of faculty work - teaching, research and service. In teaching, various types of "real-world" experiences are incorporated into teaching and learning. In research, the community provides enrichment and laboratory settings for scholarship with an urban emphasis. In service, urban outreach is part of the university's mission and strategic plan. IPFW will continue to monitor the progress of the UUSPP as an important guide for improving community connections and demonstrating their value.

### **IPFW Mission and Vision and their Relationship to Outreach**

Development of the IPFW Strategic Plan has been described in the Criteria section of this self study. Outreach and community partnership are deeply embedded in the mission and vision statements that are the foundation of the plan. The plan is attached to this self-study report as Appendix V, with the key points mentioned here for convenience. The core mission of IPFW is

*To provide quality post-secondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment and service to the region.*

The campus mission is framed in terms of a vision in which the university makes a commitment to efforts in (a) improving student access and success, (b) enhancing academic programs and faculty achievements, and (c) becoming a more integral part of Fort Wayne and northeastern Indiana. This study of community outreach/partnerships is linked to the third part of the vision statement.

The Strategic Plan also identifies specific priorities in the area of community outreach (see Appendix V). These priorities helped to identify the dimensions of the Community Connections emphasis area and suggested ways to evaluate current progress and identify achievements.

### **The Community Connections Study**

Chancellor Wartell appointed the committee chair and members and outlined the direction and scope of the project. The membership of the committee included:

Walter Bowman, Director of Athletics

Michael Downs, Chair of the Department of Political Science

Brenda Groff, Associate Dean of the School of Engineering, Technology and Computer Science

Elizabeth Kehoe, University Relations and Communications  
William Ludwin, Assistant Dean and Director of the School of Public and Environmental  
Affairs  
James Moore, Associate Dean of the School of Business and Management Sciences  
Joey Nichols, School of Education  
Michael Stockstill, Executive Director of the Division of Continuing Studies  
Barbara Stonestreet, Assistant to the Dean of Health Sciences  
Benjamin Christy, Dean of Visual and Performing Arts and committee chair

With the help of the NCA Steering Committee, the committee established the following goals for studying IPFW's community outreach efforts:

- compile a comprehensive survey of IPFW outreach activities in the last year,
- analyze the breadth and effects of IPFW outreach,
- evaluate the value of outreach activity,
- incorporate the results of the study into campus and unit strategic planning, and
- make general recommendations for future community connections.

The survey initially gathered data from all academic units, plus those administrative offices known to be involved in community partnership activities. Data gathering was focused on identification of the activities, audiences, partners, numbers served annually, locations, and frequency. In addition, respondents were asked to evaluate the impact and effectiveness of each activity. Following the initial survey response, the data were compiled and returned to each unit for review by the unit chair/dean to ensure the units are accurately represented within the categories surveyed.

Results from the survey are shown in three tables:

1. Outreach/Partnership Inventory Summary (Exhibit II.2A.)  
This table summarizes participation, by unit, in the categories of Athletics; Boards; Co-Sponsorships; Field Trips; In-Service Training; Internships/Practica/Co-Ops/Service Learning; Life-Long Learning; Performances/Exhibitions/Speakers; Faculty Professional Service/Expertise/Consultations; Providing Facilities; Volunteer Service.
2. Outreach Partnership Inventory Categorical Display (Available in the Resource Room)  
This table is a detailed listing of each unit's activities, using the same set of categories for reporting of activities.
3. Outreach/Partnership Comprehensive Inventory (Available in the Resource Room)  
This table presents the comprehensive data provided by academic and administrative units identifying the Activity; Audience; Partners; Number Served Annually; Location of Activity; Frequency; Impact; and Effectiveness.

## Highlights of Community Outreach/Partnerships

The survey responses include descriptions of a number of exemplary community outreach and partnership activities. These highlights are presented first, followed by more detailed findings from the survey. The highlights are also separated into two groups, with recent and on-going activities presented first and planned initiatives presented after this.

- **Community Research Institute**

The Community Research Institute (CRI), operated by the Division of Public and Environmental Affairs, represents an important part of the university's commitment to the growth and development of northeastern Indiana. CRI initiates and responds to requests from community leaders and members for analysis of various social and economic issues in the area. CRI provides a weekly article on the local economy to *The News-Sentinel's* "Business Monday" section and provides the Chamber of Commerce with economic data and comparisons on a regular basis. Recent special CRI studies include

- "A Profile of Allen County, Indiana"
- "A Comparison of the Amount of Expenditures by the State of Indiana in Northeast Indiana to the Amount of Payments from Northeast Indiana to the State for the Years 1994–1996"
- "Smart Growth: A Hoosier Policy for the Millennium."

- **Shared Professorships: Raytheon Systems Company and ITT**

In July 1998, Raytheon Systems Company (RSC) and IPFW initiated a partnership to provide software engineering training for Fort Wayne RSC employees. Under this three-year agreement, an IPFW professor works for RSC half time during the academic year and full time in the summer, providing technical training and designing and teaching courses. The program benefits RSC by providing cost-effective, tailor-made training to engineers on-site, thus reducing travel and instructor costs for RSC. RSC's financial support supplements the Department of Computer Science's equipment budget. In addition, the funds have allowed the department to hire additional faculty, increasing the number of course offerings.

For the past ten years, IPFW and ITT have shared a faculty member from the Department of Engineering. IPFW and ITT share salary and hiring costs and clerical and technical support expenses for the faculty member who researches computer and wireless networks while working at the ITT site. Several articles have been published in substantial technical journals as a result of the research, and IPFW has been able to purchase new equipment for the engineering program and hire additional support staff. The partnership provides IPFW an expert in the area of telecommunications and ITT the opportunity to complete several critical projects.

- **Parkview Hospital and IPFW Department of Nursing**

This partnership was established more than ten years ago to provide financial assistance in educating student nurses at the associate's, bachelor's, and master's levels. The partnership was designed to provide continuing benefits to Parkview by ensuring the availability of a pool of quality nurses seeking employment. Job descriptions vary depending on each student's level of employment and education. Students enter the program as assistants and advance to nurse technician positions, and have the opportunity to prepare for further advancement. Hours of employment are coordinated with both the student class schedules and the needs of the assigned nursing unit. The partnership is renewed regularly, with priorities amended to meet the needs of both organizations.

- **McKay Farm Soccer Projects**

The Hefner Soccer Fields allow area youth a chance to play soccer and also support sponsorship of major regional tournaments, most recently the IPFW Soccer Showcase. This tournament included seven Division I teams and IPFW. Because of the quality of the fields and the quantity (14), tournaments and summer camps can be held in one location. Further development at the site will include a refreshment stand and restroom complex.

The Plex emphasizes youth education through sports and was developed through a partnership with a sports corporation formed by several community investors. The facility includes two indoor soccer fields and support facilities and opened in November 1997. Funded and managed by the corporation, The Plex welcomes as many as 3,500 participants each week, ranging in age from 4 to 54, for league play, tournaments, and camps.

- **Athletics and Wellness Programs**

IPFW athletics programs have provided NCAA Division II sports contests since the early 1980s, with the men's volleyball team competing primarily against Division I schools. The athletics programs have also provided a foundation for a variety of special events, including the Volleyball Final Four, the Soccer Showcase, and pre-Olympics exhibitions. The athletics program has also brought nationally-known speakers to Fort Wayne for fund-raising events, including a presentation by retired General Colin Powell. Wellness programs are offered regularly for faculty, staff, and students, and special wellness events are also offered to the public. The annual Health Fair provides various kinds of health screening tests at minimal or no charge as a public service.

IPFW's move to NCAA Division I is expected to increase the visibility of the institution, support economic development in the Fort Wayne area by generating travel and tourism activity, and to offer athletics events that draw larger audiences on a regular basis. The move is also expected to bring a wide variety of on-campus benefits, including attracting student-athletes with stronger educational credentials, enhancing the campus climate, and attracting area high school athletes who would not consider attending a Division II school.

- **Fort Wayne Community Schools Partnership**  
IPFW and Fort Wayne Community Schools (FWCS) have a long-standing special relationship designed to promote seamless education from kindergarten through college. The partnership also includes regular funding of a School of Education faculty member to serve as a consultant to the corporation. The partnership was recognized as one of three dozen exemplary programs featured at a Department of Education Conference on Teacher Quality. The partnership has received substantial grant support from the GTE Corporation (now Verizon) and incorporates several dimensions, including

**The Collegiate Connection.** FWCS high school students are currently enrolled in classes at IPFW through the Collegiate Connection. This program provides administrative support and guidance to high school students as they take classes at IPFW. The experience assists them in their transition to college and provides an opportunity for advanced students to begin collegiate study in courses that carry both high school and college credit. Typically, between 70 and 80 seniors and a few juniors have enrolled in the program each semester.

**Summer and Fall Collaboration Grants.** These grants support participation by a high school student in an individualized research project with an IPFW faculty member. The student's high school teacher is also involved as a mentor in the project.

**Research and Evaluation.** FWCS provides funds to IPFW to secure research expertise which will help the school corporation address current issues. One example of a research project involved a review of disciplinary records and development of a set of recommendations for improving consistency in disciplinary actions across schools.

#### **Teacher Preparation and School Administration Programs**

FWCS administrators teach as associate faculty in IPFW's school administration program. IPFW has a large number of student teachers and interns working in the school corporation. IPFW also offers annual programs designed to help teachers meet standards for continuing professional development.

- **Leadership Fort Wayne (LFW)**  
Leadership Fort Wayne provides leadership development experiences for a diverse group of citizens to help prepare them to effectively serve the community. Founded at IPFW in 1983, LFW was designed to identify, motivate, and develop potential community leaders while broadening their knowledge of Fort Wayne and the critical issues affecting the community. The chancellor serves on LFW's board of directors, and IPFW has provided office space and administrative services for the organization since its inception.
- **Libraries of Allen County Shared Access Project**  
Nearly 60 libraries in Allen County participate in the Shared Access Project, including all public, school, academic, and health science libraries. The project's objective is to pool

the resources of these libraries by sharing the cost of access to electronic indexes, databases, and full-text journals, which increases access to information for all citizens of northeastern Indiana.

- **Fort Wayne Community Network**

The FWCNet is a nonprofit corporation established to provide an internet gateway to cultural, educational, governmental, business, social service, and other information about the City of Fort Wayne and Allen County. The Web site was originally designed and maintained by IPFW, but is now maintained by the Allen County Public Library. The director of Helmke Library and the head of reference and information services serve on the FWCNet Board of Directors.

- **Northeast Indiana Health Sciences Libraries Consortium (NEIHSL)**

The NEIHSL consortium works cooperatively in a variety of areas, including reciprocal lending, document delivery, shared databases, and local and state medical conference support. Members include Allen County Public Library, Anderson University, Ball Memorial Hospital, Caylor-Nickel Medical Center, Community Hospital (Anderson, Ind.), Fort Wayne State Developmental Center, IPFW, IVY Tech State College, Lincoln National Reinsurance, Lutheran Hospital of Indiana Inc., Parkview Hospital, Reid Hospital and Health Care Services, St. John's Health System, St. Joseph Medical Center, University of Saint Francis, V.A. Hospital (Fort Wayne), and V.A. Hospital (Marion).

- **Fort Wayne Area Academic Librarians**

This group meets regularly to address issues of cooperation between libraries. The group is currently updating the academic libraries reciprocal borrowing agreement, which allows students and faculty from participating institutions to borrow materials from each other according to the rules of the owner institution. Participants include Concordia Theological Seminary, Indiana Institute of Technology, IPFW, IVY Tech State College, the Fort Wayne campus of Taylor University, Tri-State University, and the University of Saint Francis.

- **SCAN Garden**

IPFW and SCAN (Stop Child Abuse and Neglect) are partners in bringing the city a children's garden. IPFW is providing the site (approximately 1.5 acres) along the St. Joseph River, west of the Visual Arts Building. The university will also provide garden maintenance, while SCAN will oversee the design, development, and planting of the site. All donations to the Children's Garden will support SCAN programs. The garden is meant to be visually stimulating while offering a physical experience that symbolizes the joys of growing up.

- **Junior Achievement**

IPFW supplies more volunteers to Junior Achievement than any other organization, corporation, or institution in the city, thus contributing to what is one of the largest programs in the country. In 1999, IPFW volunteers included 126 IPFW faculty, staff, and

students as participants in Junior Achievement programs that empower young people and teach them essential lessons about building careers and valuing free enterprise.

- **Board Memberships**

Dozens of IPFW faculty and staff members serve on the boards of directors of numerous nonprofit organizations in Fort Wayne, Allen County, and nearby areas. Board memberships reported by IPFW employees include the American Cancer Society, American Lung Association, American Red Cross, Anthony Wayne Services, Arts United, Cinema Center, Civic Theatre, FAME, Fort Wayne Art Museum, Fort Wayne Ballet, Fort Wayne Philharmonic, Greater Fort Wayne Chamber of Commerce, Habitat for Humanity, Leadership Fort Wayne, Leadership Prayer Breakfast, Lincoln Museum, Neighborhood Connection, Northeast Indiana Innovation Center, Rotary Club, SCAN, Science Central, Sports Corporation, Study Connection, Three Rivers Festival, United Hispanic Chamber of Commerce, United Way, Urban League, WBNI, and WFWA-TV39.

- **Omnibus Lecture Series**

The Omnibus Lecture Series is an annual series of six lectures dedicated to the presentation of diverse ideas to the university community and citizens of northeastern Indiana. The series, now in its fifth year, has featured such notable speakers as Edward Albee, Judy Chicago, Joe Clark, Clarence Page, and Beverly Sills. The series is supported by the English, Bonter, Mitchell Foundation and is free and open to the public. Attendance at the lectures frequently exceeds 500 people.

- **Summer POPS Concert Series**

Summer POPS (Performances on the Plaza) is a series of early evening, Sunday outdoor concerts. The concerts feature local musical groups in a relaxing and casual setting. Concerts are free and open to the public.

- **Lunch with a Scientist at Science Central**

Lunch with a Scientist features IPFW science faculty in once-a-month presentations at Science Central. The program is geared for youth eight-years-old and up. Family members are welcome. Topics include "The Physics of Martial Arts," "Tracking Reptiles with Radio Telemetry," and "Conservation, National Parks, and Marine Ecology of Costa Rica." The minimal fee includes a catered lunch.

- **Saturday Sessions at Borders Bookstore**

Saturday Sessions at Borders Bookstore consists of presentations at the comfortable and popular bookstore by IPFW faculty sharing their expertise in various areas. IPFW professors present a wide range of topics. Past sessions have focused on poetry, computer technology, dinosaurs, stress relief, and family storytelling. These once-a-month presentations also provide an opportunity for faculty to promote their new publications.

- **Facility Host**

IPFW's campus has much to offer the community in the form of facilities, from recital halls and small-group meeting space to accommodations for mid-sized conferences. In addition, IPFW offers comfortable surroundings such as the Walb Student Union Fireside Lounge and outdoor park-like settings, including the Friends Pavilion and Aquarius Park. IPFW serves as a cosponsor for many community-organized educational activities and also acts as educational activity host by offering use of campus facilities. These arrangements provide opportunities for all to share in a wide range of meaningful community offerings. A sampling of these sponsorships include Arts United, Boy Scouts of America, Diabetes Treatment Center Symposium, FAME, Fort Wayne Children's Choir, Fort Wayne Newspapers-Teachers' Resource Fair, Head Start, Indiana Reading Corps, Junior Achievement, Leadership Fort Wayne, League for the Blind, Math and Science Career Day, Native American Women Artists, Sexual Assault Treatment Seminar, Raptor Chapter, Rotary Club, run jane run, Summit City Golf Academy, Three Rivers Festival Children's Fest, Toastmasters, Very Special Arts, and the Vietnam War Memorial traveling exhibit.

- **Mastodon Excavation**

In September 1998, Dan Buesching of Buesching's Peat Moss uncovered what he believed was a tree trunk when digging for peat. Upon further inspection, he realized he had unearthed a skull that turned out to be that of a 10-14,000-year-old mastodon. About 90 percent of the animal's skeletal remains were found in what scientists have called "one of the best preserved specimens ever uncovered."

IPFW students were given a unique opportunity over a 15-month period to recover the missing bones. Now that the excavation work is complete, students will continue studying the bones to determine how the animal was killed and what it ate. A paleontologist from the University of Michigan's Museum of Paleontology and a paleontologist from the University of Wyoming are working with IPFW faculty and students on the project.

- **Continuing Studies**

In partnership with faculty on the IPFW campus, the Division of Continuing Studies offers educational opportunities for students who live in distant areas of IPFW's ten-county service area. Through Continuing Studies, students can take credit and noncredit courses ranging from company training and career advancement to personal enrichment. Courses address the needs of the citizens and industries in northeastern Indiana. Classes are offered at various sites in northeastern Indiana with a growing number of courses available online and through other forms of distance learning, such as College Cable Access Channel 56 and videotape viewing.

As mentioned above, plans are being developed for several other major partnership efforts. These efforts are expected to lead to important benefits for IPFW and to new opportunities for northeastern Indiana residents.

- **Northeast Indiana Innovation Center**  
 The Northeast Indiana Innovation Center is a planned innovative business park that will combine medical, technological, and high tech industrial components to help entrepreneurs get a successful start. This collaborative effort between the City of Fort Wayne, the Fort Wayne Chamber of Commerce, and IPFW will provide economic growth, academic investigation, and entrepreneurial opportunity for new business ventures, thus allowing private and government sectors to partner with higher education. Benefits created by the center will include the development of new technologies and applications, the creation of new jobs, and growth of new businesses, as well as the creation of new internship opportunities for students.
- **Raptor Chapter Center**  
 The Raptor Chapter and IPFW are partnering to provide educational experiences using trained, unreleasable birds of prey and to provide medical treatment and rehabilitation for orphaned and injured birds of prey. The Raptor Chapter also provides youth-oriented educational programs on birds of prey all around the state. The Raptor Chapter is seeking funds to build a 10,000 square foot facility on IPFW's McKay Farm that will house the birds, a rehabilitation center, and an acute care facility.
- **Gerontology and Rehabilitation Center**  
 Aging and In-Home Services of Northeast Indiana has proposed that a Gerontology Center be located on the IPFW campus to serve both the university and the community. The center is to be funded by Aging and In-Home Services. The new facility is designed to increase contact between the academic and outside communities, bringing community members onto campus and allowing students who plan on working with older adults an opportunity to interact with them regularly. The center will also incorporate contact between students and potential employers. Additional practicum experiences will become available for students, as well as the possibility of expanded academic programs. In addition, the proposed adult day care center, a service that does not currently exist in the greater Fort Wayne area, would increase student internship and volunteer experiences and opportunities while meeting an important community need. The Gerontology Center will include a facility to host Continuing Studies programs and other community events for both senior citizens and the professionals who work with them.
- **Telecommunications Center (Teleplex)**  
 IPFW is cooperating with WFWA-TV 39 to develop plans for a telecommunications center on the IPFW campus. This facility will serve as a multiple service telecommunications complex and will be the home of WFWA and College Cable Access Channel 56. It will also provide space for the educational needs of the IPFW community. The communication department will maintain a presence in the building and will use the facility for internships at both stations. In addition, the center will support the introduction of new services to the community as it incorporates modern information and communication technology systems and provides an array of public services.

- **Center for the Performing Arts**

IPFW is planning a new center for the performing arts to provide the best and most comprehensive arts facilities in northeastern Indiana. The center will offer opportunities to enhance partnerships with community arts organizations and bring the community to campus. The building will house selected arts groups chosen for their regional impact and contribution to the educational and artistic missions of the university. Office space and common secretarial assistance will be available to these organizations, and community and university rehearsals and performances will take place in the facility.

Primarily designed for musical performances, the structure will feature a 400-seat recital hall, specialized classrooms, four large rehearsal halls, an expanded music therapy clinic, electronic piano and music computer laboratories, and a recording studio. Additionally, a black box studio theatre, two dance studios, and an art gallery will serve the departments of theatre and visual arts, and a 1,000-seat university auditorium will serve the campus. The center for the performing arts will link with the Fine Arts Building and Williams Theatre to host arts conferences, festivals, summer camps, and visiting performers.

## **Findings and Analysis**

### **Summary Findings**

IPFW's outreach activities and partnerships involve a wide variety of partners and audiences. More than 50 campus units reported participating in community connections with well over 500 partners, including virtually all school corporations in northeastern Indiana, most social service and non-profit organizations, many churches, attorneys offices, corporations and businesses. This outreach takes place both on and off-campus. Off-campus partnerships range from board memberships and professional and volunteer service to consultations, presentations, and in-service training at the partner's site. Examples of on-campus activities are the providing of IPFW facilities for community organizations, life-long learning classes taught on the IPFW campus, and co-sponsored community events in university facilities.

A conservative estimate of individuals impacted annually by IPFW outreach/partnerships numbers in the hundreds of thousands. Principal segments of the audience include the business community, technology assistance organizations, libraries, students, teachers and administrators of school corporations, professional organizations, hospital systems and other health care providers, non-profit health and social service agencies, governmental agencies, newspapers and electronic media, the legal profession, consumers, store managers, and business managers. IPFW outreach also touches human resource organizations, women and women's organizations, special needs students, alumni and their children and spouses, prospective college students, multi-cultural organizations, and the general public.

**Benefits.** The benefits of IPFW community partnerships are significant for all concerned. The impact of IPFW's outreach/partnerships was defined by the study committee as "how this project

affects the audience or IPFW.” Survey respondents identified the following benefits for IPFW and the community:

Benefits for IPFW

- Enhancing visibility and reputation of IPFW and its schools/divisions/programs,
- Developing positive public relations for IPFW and its schools/divisions,
- Recruiting students and audiences,
- Creating an environment that will support fund raising,
- Enhancing faculty professional development and contributing to teaching, and
- Providing internship opportunities for students leading to employment.

Benefits for the Community

- Improving the professional qualifications of staff, counselors, administrators, and teachers,
- Enabling additional educational and career opportunities for community residents,
- Expanding the variety and quality of cultural events available to the community,
- Providing expanded access to library and resource information,
- Increasing the quality of community leadership and volunteers,
- Offering learning opportunities that contribute to workforce development,
- Providing access to life-long learning opportunities,
- Making experts available for consultancies and volunteer service,
- Hosting community events in supportive, low-cost facilities,
- Sponsoring intercollegiate athletics events,
- Stimulating interest in professional career opportunities,
- Increasing awareness of diversity throughout the community, and
- Disseminating knowledge of disability resources, information and networking.

**Effectiveness.** The effectiveness of IPFW’s outreach/partnerships was defined as “is the project worth our time, effort and expense to accomplish? (Very, moderate, little, none).” Survey respondents rated the effectiveness of their activities as follows:

<u>Effectiveness</u>	<u>Number</u>	<u>Percentage</u>
Very	343	82.8%
Moderate	55	13.2%
Little	10	2.4%
None	4	1.0%
Just Began	1	.2%
Discontinued	1	.2%
Unknown	1	.2%
Total Responses	414	

## Findings Related to Categories of Activities

Eleven categories of outreach were identified in the analysis of survey findings. A summary of the findings in each category follows (in the order used for Exhibit II.2A.):

**Athletics and Wellness.** A non-academic category of outreach, athletics and wellness programs include intercollegiate contests, intramural sports programs, and wellness events and programs. Some 13,000 individuals are served annually through these programs.

**Boards.** IPFW faculty and staff are exceptionally active as members of boards of directors. Faculty and staff in 46 percent (26) of the units surveyed report board activity. Among the academic units, 52 percent (23) report board memberships.

**Co-Sponsorships.** Co-sponsorships are events supported or assisted by IPFW units, either on the campus or in the community. The School of Visual and Performing Arts (music and theatre departments), the School of Public and Environmental Affairs, Alumni Relations and Personal Counseling are particularly active in co-sponsoring community events. Four units (6 percent) report co-sponsorships.

**Field Trips.** These activities take IPFW students to the community or transport community members to diverse locations for special experiences. In some cases, such as the Radio Readings, Three Rivers Festival, YWCA and SCAN events, audiences beyond the participants (students or organization members) are served, totaling more than 5,600. Ten units (18 percent) report activities in this area.

**In-Service Training.** Units which provide training at the partner's site are considered to offer in-service training. These programs are offered by 27 percent (15) of the IPFW units for more than 2,400 participants annually. Partners include virtually all of the school systems and health care organizations, as well as many of the community agencies and businesses throughout northeastern Indiana.

**Internships/Co-op/Practica/Service Learning.** Internships, co-operative learning, practicum programs, and service learning are all programs that allow students to apply educationally related skills in a faculty-supervised employment setting. At least 13,000 community members are served through this outreach category by 41 percent (23) of IPFW's surveyed units. Partners number more than 25, plus all regional school corporations, most hospitals, and many businesses, corporations, and non-profit organizations. In recent years, IPFW has received more requests for this kind of partnership than could be accommodated.

**Life-Long Learning.** Thirteen units (23 percent) are partners with 96 organizations to offer more than 6,500 individuals educational opportunities through non-credit workshops and conferences and credit-bearing university courses, both on and off-campus. The Helmke Library and the Division of Continuing Studies are key units providing the majority of these services.

**Performances/Exhibitions/Speakers.** From small meeting rooms to the reaches of the electronic media, members of the IPFW faculty and administration and visiting artists and academics annually present throughout the region to a regional audience exceeding 212,000, not including the audiences generated by network and cable television. The talents of these presenters are actively sought by regional schools, non-profit organizations, museums, science clubs, bookstores and churches. Eleven units (20 percent) provide these widely disseminated services.

**Faculty Professional Service/Expertise/Consultations.** At least 45 units have partnerships with 140 organizations, including government agencies, corporations, school corporations, churches and hospitals to provide expertise through professional service and consultancies. At an 80 percent rate of participation, this is among the more prolific categories of outreach for IPFW. More than 86,000 individuals are served, without counting the reach of IPFW's cable television station, Channel 56.

**Facility Resources.** IPFW is a resource upon which community groups can draw. While IPFW is reported to be providing facilities to only approximately 15,000 individuals annually, these public events are one of the most prominent ways of demonstrating the importance of the campus to the community. For IPFW, providing facilities is an effective and efficient way to inform the public about the convenience and benefits of the campus. Four units (7 percent) provide facilities to the community, and the statistics in this category are almost certainly incomplete in terms of public activities that were reported under co-sponsorships and other categories.

**Volunteer Service.** This category is service that is not related to the volunteer's discipline or professional expertise. While only six units (11 percent) report volunteer service, there are probably more unreported contributions that are offered without expectation of recognition by the university.

## **Conclusions**

IPFW is successful in achieving its mission of community service. More than 50 campus units were found to be working with considerably more than 500 partners in activities that connect with at least 372,000 members of the community. Although the record is extensive and productive, opportunities for improvement exist and should be considered for future implementation. The following summary of strengths and opportunities is drawn from the results described earlier in this section of the self-study report:

### **Strengths in Outreach/Partnerships**

1. The campus has responded in a large number of academic areas to the increased importance of internships and co-ops which prepare students to enter, or advance in, the workforce. Currently, 41 percent of the academic units offer internship opportunities.

2. IPFW faculty and staff are exceptionally active in board service, providing important contributions to organizations that directly affect, promote, and serve the region.
3. A broad array of life-long learning and in-service training programs respond to both professional development needs and personal interests of community residents.
4. Faculty and staff provide expertise to a wide variety of community organizations as members, officers, and consultants.

### **Opportunities for Improvement and Continuing Challenges**

The prominence of outreach in IPFW's mission and vision statements assures a continuing commitment to look for opportunities and to create programs that respond to needs. Thus, community partnership activities can be expected to grow both in total and through the involvement of even larger numbers of academic units and administrative offices.

1. Processes should be refined to improve the organization, documentation, implementation, and evaluation of IPFW's community outreach efforts in order to make effective use of university resources and provide evidence of IPFW's achievements in realizing the strategic goals and vision that have been articulated.
2. Processes for evaluation of community connections should include the perspectives of the community partners in these evaluations.
3. Documentation of community outreach activities should be improved through development of specific guidelines for including this kind of information in unit annual reports.
4. Guidelines should be developed for documenting and evaluating outreach as one part of the criteria for promotion, tenure, and merit evaluations. These discussions should consider the values and concepts articulated in the Michigan State *Points of Distinction: A Guidebook for Planning & Evaluating Quality Outreach* and by the directions taken by the urban institution projects in which IUPUI is a participant.
5. Data and conclusions developed through analyses of community connections should be incorporated into strategic planning processes.
6. The clear benefits of student participation in internships and other forms of service learning should be publicized in order to encourage participation by additional academic programs. IPFW already receives more requests than can be accommodated for students to serve in these roles.
7. The community benefits associated with current proposals for a Music Building/Center for the Performing Arts and for expansion of the Helmke Library should be publicized in order to broaden support for these proposals.

8. Evidence of the growth and success of connections between the campus and community should be used as a rationale for re-evaluating the benefits and feasibility of developing a conference center and hotel complex.

### Summary

IPFW has demonstrated its continuing dedication to serving the citizens of northeastern Indiana, joining with community partners to improve the quality of life and the range of opportunities available to area residents. IPFW is an important contributor to these efforts through its academic programs and its outreach activities. When regional development involves both the campus and the community, the results are greater than either could achieve alone.

**EXHIBIT IL2A.**  
**COMMUNITY OUTREACH/PARTNERSHIP INVENTORY SUMMARY**

UNIT	ATH	BO	CO-SP	F-TRIP	IN-SV	INT	L-LRN	PERF	FPS	P-FAC	V-SRV
AUS		✓		✓	✓	✓		✓	✓		✓
BIOL		✓							✓		
CHM		✓							✓		
COM		✓				✓			✓		
ENGL		✓				✓			✓		
GEOS		✓		✓				✓	✓	✓	
HIST		✓				✓			✓		
JOUR		✓		✓		✓					✓
MATH		✓							✓		
MFL						✓			✓		
PHIL		✓				✓			✓		
PHYS						✓			✓		
POLS		✓				✓			✓		

Note: Unit codes shown above are expanded in the Unit Key which follows this table. Definitions of the categories of activities were included in the findings section of this chapter, and the following codes are used to refer to these categories:

ATH = Athletics. BO = Boards. CO-SP = Co-sponsorships. F-Trip = Field Trips. IN-SV = In-service Training. INT = Internships/co-op/Practical/Service Learning. L-LRN = Lifelong Learning. PERF = Performances/Exhibitions/Speakers. FPS = Faculty Professional Service/Expertise/Consultancies. P-FAC = Providing Facilities. V-SRV = Volunteer Service (non-disciplinary).

UNIT	ATH	BO	CO-SP	F-TRIP	IN-SV	INT	L-LRN	PERF	FPS	P-FAC	V-SRV
PSY		✓							✓		
SOCA		✓				✓			✓		
WOST		✓				✓		✓	✓		
ACFN							✓		✓		
ECON					✓				✓		
MGMK		✓			✓		✓		✓		
SBMS									✓		
CST							✓				
GNST		✓					✓		✓		✓
SCAD					✓						
CNSM					✓	✓					
ELED					✓	✓			✓		
SECB					✓	✓					
CAET						✓			✓		
CS									✓		
ETCS		✓		✓	✓				✓		

Note: Unit codes shown above are expanded in the Unit Key which follows this table. Definitions of the categories of activities were included in the findings section of this chapter, and the following codes are used to refer to these categories:

ATH = Athletics. BO = Boards. CO-SP = Co-sponsorships. F-Trip = Field Trips. IN-SV = In-service Training. INT = Internships/co-op/Practical/Service Learning. L-LRN = Lifelong Learning. PERF = Performances/Exhibitions/Speakers. FPS = Faculty Professional Service/Expertise/Consultancies. P-FAC = Providing Facilities. V-SRV = Volunteer Service (non-disciplinary).

UNIT	ATH	BO	CO-SP	F-TRIP	IN-SV	INT	L-LRN	PERF	FPS	P-FAC	V-SRV
ENGR									✓		
CLS	✓			✓	✓		✓				
DHYG	✓			✓	✓	✓	✓		✓	✓	✓
DLT	✓					✓	✓	✓	✓		✓
HIT									✓		
HSC						✓	✓	✓	✓		
RAD	✓			✓	✓		✓				
OLS	✓				✓				✓		
PEA	✓		✓	✓	✓	✓			✓		✓
MUS						✓	✓	✓	✓	✓	
THTR								✓			
VART						✓			✓		
VPA	✓			✓	✓	✓	✓	✓	✓	✓	
ACCS									✓		
ADS					✓				✓		
ALUM	✓		✓				✓		✓		

Note: Unit codes shown above are expanded in the Unit Key which follows this table. Definitions of the categories of activities were included in the findings section of this chapter, and the following codes are used to refer to these categories:

ATH = Athletics. BO = Boards. CO-SP = Co-sponsorships. F-Trip = Field Trips. IN-SV = In-service Training. INT = Internships/co-op/Practica/Service Learning. L-LRN = Lifelong Learning. PERF = Performances/Exhibitions/Speakers. FPS = Faculty Professional Service/Expertise/Consultancies. P-FAC = Providing Facilities. V-SRV = Volunteer Service (non-disciplinary).

UNIT	ATH	BO	CO-SP	F-TRIP	IN-SV	INT	L-LRN	PERF	FPS	P-FAC	V-SRV
ATHL	✓							✓	✓		
WELL	✓								✓		
CWRA									✓		
FAD									✓		
LFW									✓		
LJB							✓				
MCS									✓		
COUN		✓				✓					
SSD									✓		
SL	✓			✓				✓	✓		
URL	✓		✓					✓			
TOTAL	4	26	4	10	15	23	13	11	45	4	6
% OF UNITS	7	46	7	18	27	41	23	20	80	7	11

Note: Unit codes shown above are expanded in the Unit Key which follows this table. Definitions of the categories of activities were included in the findings section of this chapter, and the following codes are used to refer to these categories:

ATH = Athletics. BO = Boards. CO-SP = Co-sponsorships. F-Trip = Field Trips. IN-SV = In-service Training. INT = Internships/co-op/Practica/Service Learning. L-LRN = Lifelong Learning. PERF = Performances/Exhibitions/Speakers. FPS = Faculty Professional Service/Expertise/Consultancies. P-FAC = Providing Facilities. V-SRV = Volunteer Service (non-disciplinary).

## UNIT KEY

AUS	Audiology & Speech Sciences	ENGR	Engineering
BIOL	Biology	CLS	Clinical Laboratory Science
CHM	Chemistry	DHYG	Dental Hygiene
COM	Communication	DLT	Dental Lab Technology
ENGL	English & Linguistics	HIT	Health Information Technology
GEOS	Geosciences	HSC	Health Sciences
HIST	History	RAD	Radiography
JOUR	Journalism	OLS	Organizational Leadership & Supervision
MATH	Mathematics	PEA	Public & Environmental Affairs
MFL	Modern Foreign Languages	MUS	Music
PHIL	Philosophy	THTR	Theatre
PHYS	Physics	VART	Visual Arts
POLS	Political Science	VPA	Visual & Performing Arts
PSY	Psychology	ACCS	Academic Counseling & Career Services
SOCA	Sociology & Anthropology	ADMS	Admissions
WOST	Women's Studies	ALUM	Alumni Relations
ACFN	Accounting & Finance	ATHL	Athletics, Recreation & Intramural Sports
ECON	Economics	WELL	Athletics & Wellness
MGMK	Management & Marketing	CWRA	Center for Women & Returning Adults
SBMS	School of Business & Management Sciences	FAD	Financial Aid
CST	Continuing Studies	LFW	Leadership Fort Wayne
GNST	General Studies	LIB	Helmke Library
SCAD	School Administration Program	MCS	Multicultural Services
CNSM	Counselor Education Program	COUN	Personal Counseling
ELED	Elementary Education Program	SSD	Services for Students with Disabilities
SECB	Secondary Education Program	SL	Student Life
CAET	Civil & Architectural Engineering Technology	URL	University Relations & Communications
CS	Computer Science		
ETCS	Engineering, Technology & Computer Science		

## Requests for Institutional Change



### Part THREE

Approval for Distance Education in the Region

Authorization to Offer Degree Programs at Other Sites

Removal of Stipulation about Doctoral Courses

## CHAPTER I

### REQUEST FOR INSTITUTIONAL CHANGE: DISTANCE EDUCATION DEGREE PROGRAMS

#### Summary of Proposed Change

Indiana University - Purdue University Fort Wayne (IPFW) requests NCA approval of a change in the Statement of Affiliation Status under the heading "Locations" to allow the offering of distance education degree programs.

#### Rationale and Relation to IPFW's Mission and Purposes

IPFW's core mission is to provide quality postsecondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment, and serving the region. The institution has a long history of pursuing this mission through class offerings on the campus and in area schools and communities. Establishment of distance education opportunities for area residents is a natural extension of these efforts.

#### Relation to the Most Recent NCA Comprehensive Evaluation

IPFW's distance education initiatives are not related to any issues noted as weaknesses in the 1990 comprehensive review. However, they do respond to the team's suggestion that the "campus should review its continuing education offerings to insure that it is offering an appropriate array of courses at off-campus sites." As mentioned above, distance education offerings are an extension of IPFW's off-campus course offerings.

#### Background and Planning Process

IPFW has offered distance education courses since the mid-1990s. In response to growing student interest in these courses and from faculty interested in teaching distance education courses, the institution has made a substantial commitment to expanding its distance education offerings. These offerings, in total, have reached a level which could allow a student to complete more than 50 percent of the requirements for both the Associate of General Studies and the Bachelor of General Studies. In addition, the broad applicability of general education courses to various degree programs results in the campus approaching the "50 percent of requirements" standard for various other degree programs. Thus, this request for institutional change is for general authorization to offer distance education degrees.

Planning for the expansion of distance education at IPFW has been underway since the beginning of the initiative. A Distance Education Task Force Report in 1996 recommended a set of actions related to administrative issues, academic issues, marketing, and technical issues. Although early discussions focused primarily on televised courses, the potential for development of Internet-

based courses was also addressed. The report concluded with a series of recommendations that were intended to expand distance education offerings. During the Task Force's deliberations, the IPFW Senate also concluded that distance education was a topic of growing importance and established a Distance Education Subcommittee which reports to the Educational Policy Committee. In subsequent years, the Subcommittee made recommendations for the expansion of distance education offerings which largely reinforced those of the Task Force.

During the 1998-99 academic year, the campus provided funding for a faculty member with experience in teaching distance education courses to serve as a mentor for other faculty interested in this kind of class offering. This initiative did help to demonstrate the extent of the need for faculty support, and a new Distance Education Task Force was appointed by the Vice Chancellor for Academic Affairs. The Task Force identified key issues and made recommendations for addressing them. Among the initiatives which directly followed these recommendations were:

- Establishment of CELT (Center for Enhancement of Learning and Teaching) as the vehicle for coordinating and offering programs for faculty development. The initial investment included hiring of an instructional designer and support staff, as well as purchasing equipment needed to work directly with faculty on course development.
- Purchase of a server dedicated to the development and offering of Internet-based distance education courses and of the WebCT software package for management of course offerings.
- Establishment of DECCO (Distance Education Coordinating Committee) to provide a forum for coordination of services for students and faculty.
- Initiation of a grant program to provide support for faculty interested in developing distance education courses, with initial funding for five projects.
- Connection of the campus to the Access Indiana backbone, thus providing ATM-based connections to the Internet and to video conferencing networks.
- Establishment of a second class/conference room equipped for two-way audio and video conferences, including the IU Virtual Indiana Classroom (VIC) system.
- Development of a distance learning Web site to link IPFW students with course materials, resources, and student services ([www.ipfw.edu/dlearning](http://www.ipfw.edu/dlearning)).

Student interest has grown as offerings have expanded. The establishment of incentives for expansion of offerings and the development of enhanced support services are expected to lead to further increases in enrollment. Distance education offerings have already expanded to include more than one-half of the requirements for the Associate of General Studies and the Bachelor of General Studies, and plans are being made for offering of other courses needed for the

completion of the degree programs. Based on these developments, IPFW seeks formal approval to move from offering of courses to the offering of distance education degree programs.

Exhibit III.1A. shows the applicability of distance education courses to the IPFW General Education Program, three associate degree programs, and the Bachelor of General Studies. Exhibit III.1B. shows distance education course offerings during the past two years, as well as the courses which are being offered via distance education for the first time in Fall 2000.

### **Receipt of other needed approvals**

IPFW has not established any special approval process for offering of degree programs via distance education when these programs are already offered on campus. Both Indiana University and Purdue University have also chosen not to establish approval processes for offering currently approved programs via distance education.

IPFW has submitted the degree program proposals to the Commission for Higher Education, using the special process created to allow expedited review of proposals to deliver currently approved programs via distance education. The proposals satisfy all requirements established in the Commission's March 1998 *Policy for Delivering Degree Programs through Distance Education Technology*. The policy includes a requirement that approval be sought when "a student off-campus can complete, through distance education technology, a total of 50 percent or more of the semester credit hours required for the degree program" and when "the institution is publicizing to prospective students ... that they will be able to complete 50 percent or more of the semester credit hours required for the degree program through distance education technology."

As of Fall 2000, IPFW distance education course offerings incorporate more than 50 percent of the requirements for the Associate of General Studies and Bachelor of General Studies programs, although the institution will not advertise this opportunity until all needed approvals have been received.

Approval of the proposal is expected prior to the site visit.

### **Impact on IPFW's ability to meet the GIRs and Criteria for Accreditation**

This request for institutional change is believed to have no impact on IPFW's ability to meet the Criteria and GIRs. As explained in the following materials, all aspects of distance education offerings are integrated with the traditional academic and administrative processes of the institution. Where appropriate, these processes have been augmented to incorporate services for distance education offerings.

### **Impact of the change on the institution**

The extension of distance education course offerings to include the offering of one or more degree programs via distance education is an important undertaking for IPFW but is not expected

to alter the fundamental nature of the institution. The campus does not intend to propose approval for any degree program which is not also offered to on-campus students. Although the number of distance education class enrollments is expected to continue to grow, the total is not expected to reach even 10 percent of total student or credit hour enrollments.

### **Processes to Initiate and Maintain the Program and to Monitor the Quality of the Initiative**

The continuing growth of distance education class offerings is evidence of IPFW's ability to initiate and maintain the program. The impact of further growth on other campus offices and services will be negligible, including support for advising, library services, financial aid, and career counseling.

Distance education students will be included in the regular process for assessment of student academic achievement in that major. In addition, they will have opportunities to evaluate the quality of the program through the student evaluation forms used in each distance education course. DECCO is discussing the development of additional tools for assessing program quality and student satisfaction.

### **Resource planning and organization**

Human Resources. Each distance education degree program will be administered in the same way as the on-campus program. Each IPFW program head is qualified by education and experience to administer the degree program. Oversight is provided by the dean or director of the school or division through which the program is offered and by the Vice Chancellor for Academic Affairs. No new staff are expected to be required in any area to support advising and other services. New faculty positions will be authorized as enrollments demonstrate the need for the positions, and regular standards for credentials and experience will be followed. Nearly all distance-education classes are offered by full-time, tenure-track faculty members, and this pattern is expected to continue. Regular processes for faculty and staff annual reviews will continue to be followed.

Financial Resources. IPFW has provided financial support for the offering of distance education classes and expects to provide additional support for the expansion of these offerings. Various financial arrangements have been made, including teaching of classes as a part of regular assignments, teaching on overload, and summer teaching. Start-up funding has been provided in various ways, including course-release agreements, course-development grants offered through CELT, and sponsorship of faculty attendance at distance-education workshops. All funding has been arranged through the current Academic Affairs budget, with the knowledge and approval of the Chancellor. Students enrolling in a distance education degree program will be eligible for the full range of institutional, state, and federal financial aid.

Physical Resources. The implementation of distance education degree programs will not have any significant impact on facilities. Library services, discussed in more detail below, do have the capacity to provide service for additional course offerings. Resources related to televised courses

have been expanded through upgrades to the state-wide network, and the campus has periodically upgraded its connections which support access to the Internet. Funding has been identified for further expansion of computing equipment needed to support distance education classes, and future upgrades will be installed as the need becomes apparent.

Instructional Resources. Requirements for distance education degree programs will not differ from requirements specified for on-campus students. Admission requirements will also be the same for distance education students as for on-campus students. No additional library resources are required, and all distance education classes can take advantage of the electronic reserves system used by the library to facilitate access to reserve materials. Advising, career counseling, and other resources are all equally available to distance-education students through the use of computer-based systems and through telephone, mail, and electronic access.

### **Compliance with the *Guidelines for Distance Education***

IPFW has incorporated the *Guidelines* in its planning since their original release by the Western Interstate Commission on Higher Education (WICHE) and their subsequent extension by NCA. Specific expectations for institutions offering distance education programs are addressed below:

#### **Curriculum and Instruction**

- *Programs provide for timely and appropriate interaction between students and faculty, and among students.*

Opportunities for interaction depend primarily on the media selected for use for a particular course. Televised courses may offer real-time interaction with faculty and other students. Videotaped courses inherently have fewer opportunities for interaction, although contact with the instructor is available through telephone, mail, and e-mail. Internet courses normally include chat room software for student discussions and e-mail contacts.

- *The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of the programs and the quality of instruction.*

Most distance education classes are taught by full-time faculty, and any part-time faculty that might be appointed to teach distance education classes are approved by the faculty of the department. Faculty have full responsibility for the content of the classes and the quality of instruction.

- *The institution ensures that the technology used is appropriate to the nature and objectives of the programs.*

Students in a distance education degree program are likely to make use of different technologies as they complete degree requirements. The technology base for each distance education course has been chosen by the faculty as an appropriate vehicle for the course.

- *The institution ensures the currency of materials, programs, and courses.*

Currency of distance education courses is assured through faculty control of offerings. Each offering of a course is approved by the department responsible for the course, ensuring the opportunity for continuing improvements to the course.

- *The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products.*

Policies related to the ownership of materials, faculty compensation, copyright, and utilization of revenue were updated earlier this year to address new dimensions in copyright issues and ownership of materials. Copies of the new policies are available in the Resource Room.

- *The institution provides appropriate faculty support services specifically related to distance education.*

IPFW has provided a range of opportunities for faculty interested in developing distance education classes and has made special efforts to encourage the development of courses which would satisfy requirements for numerous degrees. Among the support opportunities have been on-campus workshops, support for attendance at off-campus workshops, course release authorizations for the purpose of course development, and campus-funded grants for course development or transformation.

Faculty support services are available on a continuing basis for faculty interested in course transformation and new course development. Staff in CELT and in the academic services area of the Information Technology Services office are available to faculty for individualized assistance.

- *The institution provides appropriate training for faculty who teach in distance education programs.*

Faculty development and training opportunities are provided, as described above, through a range of on-campus workshops, support for attendance at off-campus workshops, course release opportunities, and grants for course development or transformation.

## Evaluation and Assessment

- *The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruiting policies and decisions.*

Regular standards for admission will be followed when considering applications for admission to distance education degree programs. Any special recruiting efforts will clearly explain the obligations of students to use technology in the completion of the program.

- *The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.*

Distance education students will be included in regular processes for assessment of student academic achievement. Student satisfaction is measured each time a course is offered through a survey. Results from the surveys are used to address any problems that arise. Student retention, and reasons for student withdrawals, will be measured regularly.

- *The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.*

Processes used to secure access to Internet-based courses also serve to provide assurances of student identity. Televised courses offer fewer opportunities for assuring student identity, and the institution is still trying to find an effective means to address this challenge. The credibility of the degrees, and the credit awarded for course completion, is the responsibility of the regular faculty. Video courses which require completion of proctored examinations do require presentation of picture ID cards.

## Library and Learning Resources

- *The institution ensures that students have access to and can effectively use appropriate library resources.*

IPFW has invested significant financial and personnel resources in improving student access to library materials. An Internet-based system is available for access to catalog information and reserve materials. Interlibrary loan processes have been enhanced and allow access to materials held by numerous libraries which participate in consortia with the IPFW library. A growing number of full-text databases is also available to all IPFW students.

- *The institution monitors whether students make appropriate use of learning resources.*

The library maintains overall patron statistics. However, the utility of these statistics is declining as direct access is provided to a growing number of full-text journals. Access to electronic reserves for a specific course does require students to provide a username and password.

- *The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.*

Students enrolling in distance education classes are advised of the requirements for participation in the classes. These requirements may be attendance at a remote site for interactive televised classes, receipt of videotapes through the mail, and access to an Internet services provider for courses which require use of computers. Programs which involve the use of laboratories have begun to develop simulation exercises which will allow offering of these classes through technology.

#### Student Services

- *The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.*

Admission services are available through the mail and the Internet, and telephone counseling is available. Registration can be accomplished in person, by mail, and via the Internet-based OASIS system. Financial aid applications must be submitted using paper forms, but all transactions can be handled through the mail. Financial aid awards are credited on student bills, which can be paid by telephone, mail, and Internet access. Academic advising can be accomplished by telephone and e-mail, and the entire Bulletin is available on the campus Web site. The distance learning Web site ([www.ipfw.edu/dlearning](http://www.ipfw.edu/dlearning)) provides a common gateway for these services.

Students can obtain course materials through the bookstore's electronic order system, and published works can be obtained through any bookstore that accepts special orders. Counseling and placement assistance can be obtained in person or by e-mail, and resumes can be submitted to the electronic job placement service offered by the Academic Counseling and Career Services Office.

- *The institution provides an adequate means for resolving student complaints.*

Students have access to the regular processes for consideration of complaints. In addition, students enrolled in distance education courses may contact the office of continuing education to request assistance in resolving difficulties. Complaints have

been infrequent and have often been resolved through telephone, mail, or e-mail contacts. A complaint which required a formal hearing would require the presence of the student at the hearing.

- *The institution provides to students advertising, recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available.*

IPFW has provided samples of advertising and recruiting information which is currently in use. Any special materials prepared to advertise the opportunity to enroll in distance education degree programs would meet the same high standards for accuracy and integrity.

- *The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.*

Students seeking to enroll in distance education courses can review requirements for the location of interactive televised courses in the *Schedule of Classes*, and any requirement for Internet access for computer-based courses is also specified. Students who encounter difficulties in televised courses can contact a help line for assistance. The ITServices Help Desk provides support for students in computer-based courses. Help Desk staffing has already been increased, and a further increase is planned for next year in response to growing enrollments and wider use of technology in teaching.

### **Facilities and Finances**

- *The institution possesses the equipment and technical expertise required for distance education.*

IPFW has purchased and installed equipment needed for expansion of both televised and computer-based courses. Expansion of support for computer-based courses is scheduled for next year, and funding for the expansion has been identified.

- *The institution's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment, and other resources essential to the viability of the distance education program.*

IPFW has demonstrated successful results in planning for offering of distance education courses and has provided incentives for development of distance education courses which will support a variety of degree programs. Budget support for these plans has been identified, and funds for continued expansion have been identified. Development of policies has been simplified by a general posture that course

offerings will be structured to follow regular semester calendars and degree requirements will be the same as for on-campus students.

**EXHIBIT III.1A. DISTANCE EDUCATION COURSES and  
APPLICATION TO IPFW GENERAL EDUCATION REQUIREMENTS  
AND TO SELECTED DEGREE PROGRAM REQUIREMENTS AND ELECTIVES**

Taught during 1998-99 and 1999-00		Gen.Ed.	A.S.	A.A.		
		<u>Area</u>	<u>Bus.</u>	<u>A.G.S.</u>	<u>Hist.</u>	<u>B.G.S.</u>
BUS A201	Intro Accounting I		3	3e		3e
BUS A202	Intro to Mang. Acctng.		3	3e		3e
BUS Z302	Manag & Behav in Organ					3e
CFS 399	Professn of Dietetics					3e
CMLT C217	Detective Mystery Lit	G4		3		3
CPET 355	Intro Data communication					3e
CS 460	Object Ornt Sys Dvlp					3
ECON E200	Fund of Econ: Overview					
ECON E201	Microeconomics	G3	3	3	3	3
ECON E202	Intro to Macroecon		3	3		3
EET 264	C Prgm Language Applicat.					
EET 303	Communications					
EET 355	Intro to Data Communic					
EET 377	Intro to Fiber Optics					
EET 382	C++ OB or PRg/IN Appl					
EET 403	Communication II					
EET 473	Microwaves					
ENG W131	Elementary Composition	G1	3	3	3	3
FINA H101	Art Appreciation	G4	3e	3	3	3
HIST H232	World in Twentieth Cent	G3	3e	3	3	3
PHIL 312	Medical Ethics	G4	3	3e	3	3e
PHIL 326	Business Ethics					3e
PHIL 580	Medical Ethics					
POLS Y103	Intro American Politics	G3	3e	3	3	3
POLS Y105	Political Theory	G3	3e	3		3
POLS Y307	Indiana State Gov't & Polit.			3e	3e	3
PSY 120	Elementary Psychology	G3	3	3		3
PSY 350	Abnormal Psychology			3e		3
SOC S161	Principles of Sociology	G3	3	3e	3e	3
SOC S314	Social Aspects of Hlth/Med					3
SOC S410/560	Sociology of Poverty					3
SOC S560	Social Aspects of Hlth/Med					
SPEA J101	American Criminal Just	G3		3e		3
SPEA V522	Human Resource Mgmt					
New for Fall 2000						
CS 114	Struct Micro Progrmng			3		3
EET 205	Intro to Microprocessors					
EET 499	Web Prog for Indust Appl					
ENG W234	Tech Report Writing			3e		3e
HIST H106	American History II	G3		3e	3	3e
IET 105	Industrial Management	G3		3e		3e
NUR 339	Research in Healthcare	G6				3e
Total			36/63 57%	54/60 90%	27/60 45%	105/120 88%

EXHIBIT III.1B. DISTANCE EDUCATION ENROLLMENT HISTORY

Originator if not IPFW	Semester and Course Number	Course Title	Studio	Cable Ch. 56	Video Tape	IHETS	Inter net	2-way Inter-active	Total Enrolled	Total DE Enrolled
	Spring 95									
	PHIL 312	Medical Ethics	20	35	30	0	0	0	85	65
	Fall 95									
	ECON E202	Macroeconomics	14	2	1	0	0	0	17	3
	EET 403	Communications	5	1	0	0	0	0	6	1
	EET 473	Microwaves	8	0	0	0	0	0	8	0
	PHIL 111	Ethics	13	23	13	0	0	0	49	36
	PHYS 525	Found. of Neural Networks	2	0	1	0	0	0	3	1
	POLS Y103	Intro Amer. Politics	1	7	9	0	0	0	17	16
	Total		43	33	24	0	0	0	100	57
	SPRING 96									
	ECON E200	Fund of Econ	29	7	7	18	0	0	61	32
	PHIL 110	Intro to Philosophy	14	38	4	4	0	0	60	46
	PHYS 525	Found. of Neural networks	0	4	0	0	0	0	4	4
	POLS Y103	Intro Amer. Politics	9	7	3	0	0	0	19	10
	PSY 120	Elementary Psychology	20	2	5	1	0	0	28	8
	Total		72	58	19	23	0	0	172	100
	SUMMER 96									
	PHIL 111	Ethics	0	21	23	0	0	0	44	44
	FALL 96									
	ECON E200	Fund of Econ	23	12	10	10	0	0	55	32
	ECON E201	Microeconomics	25	8	4	2	0	0	39	14
	EET 303	Communciations	3	1	2	0	0	0	6	3
	EET 377	Fiber Optics	9	0	1	0	0	0	10	1
	PHIL 110	Intro to Philosophy	0	0	14	0	0	0	14	14
	PHIL 312/580	Medical Ethics	23	39	11	0	0	0	73	50
	POLS Y307	Indiana State Govt & Pol.	7	13	8	0	0	0	28	21
	PSY 120	Elementary Psychology	23	6	4	2	0	0	35	12
	TOTAL		113	79	54	14	0	0	260	147
	SPRING 97									
	BUS A201	Intro Accounting I	18	22	14	0	0	0	54	36
	ECON E200	Fund of Econ	20	30	12	1	0	0	63	43
	ECON E202	MacroEcon	28	8	7	5	0	0	48	20
	EET 403	Communications	11	4	2	0	0	0	17	6
	PHIL 111	Ethics	24	64	21	2	0	0	111	87
	POLS Y103	Intro Amer Politics	24	13	7	2	0	0	46	22
	PSY 120	Elementary Psychology	24	13	2	0	0	0	39	15
	Total		149	154	65	10	0	0	378	229

Originator if not IPFW	Semester and Course Number	Course Title	Studio	Cable Ch. 56	Video Tape	IHETS	Inter net	2-way Inter-active	Total Enrolled	Total DE Enrolled
	<b>SUMMER 97</b>									
	HIST H232	World in Twentieth Cent.	0	0	0	0	1	0	1	1
	PHIL 111	Ethics	0	26	16	0	0	0	42	42
	SOC S161	Principles of sociology	0	0	0	0	11	0	11	11
	SOC S410	Sociology of Poverty	0	0	0	0	7	0	7	7
	Total		0	26	16	0	19	0	61	61
	<b>FALL 97</b>									
	BUS A201	Intro Accounting I	24	21	13	0	0	15	73	49
	BUS W100	Bus Admin Intro	0	0	0	0	0	9	9	9
	ECON E200	Fund of Econ	23	24	12	4	0	0	63	40
	ECON E201	MicroEconomics	20	13	4	2	0	0	39	19
	EET 264	C Programming	18	8	0	0	0	0	26	8
	EET 303	Communications I	15	8	4	0	0	0	27	12
	EET 473	Microwaves	7	8	4	0	0	0	19	12
	PHIL 110	Intro Philosophy	22	28	11	4	0	0	65	43
	POLS Y105	Intro to Political Theory	10	15	4	1	0	0	30	20
	PSY 120	Elementary Psychology	24	7	4	4	0	0	39	15
IUPUI	EDUC F500	Adult as Client of Educ	0	0	0	0	0	8	8	8
IUPUI	EDUC F500	Data Analysis in Educat	0	0	0	0	0	1	1	1
IUPUI	EDUC D512	Forms&Forces in Adult Ed	0	0	0	0	0	5	5	5
IUB	SLIS L401	Computer Info Tools	0	0	0	6	0	0	6	6
IUB	SLIS D528	Collection Development	0	0	0	6	0	0	6	6
	Total		163	132	56	27	0	38	416	253
	<b>SPRING 98</b>									
	BUS A201	Intro Accounting I	24	32	25	0	0	0	81	57
	BUS Z302	Manag & Behav in Org	19	9	3	0	0	0	31	12
	COM 114	Fund of Speech Com	0	0	0	0	0	11	11	11
	ECON E200	Fund of Econ	22	22	13	4	0	0	61	39
	ECON E202	Macroeconomics	23	30	12	3	0	0	68	45
	EET 403	Communications	0	7	2	0	0	0	9	9
	PHIL 312	Medical Ethics	18	36	10	1	0	0	65	47
	PHIL 580	Medical Ethics	2	0	0	0	0	0	2	0
	POLS Y103	Intro Amer Politics	12	15	11	0	0	0	38	26
IUPUI	EDUC D521	Participation in Training	0	0	0	0	0	1	1	1
IUPUI	EDUC D500	Intro Adult Ed Theory	0	0	0	0	0	5	5	5
IUPUI	EDUC D506	Adult As Client of Ed 2	0	0	0	0	0	2	2	2
IUB	SLIS L507	Mang. Info Environment	0	0	0	0	0	4	4	4
IUB	SLIS L524	Info Service/Source	0	0	0	4	0	0	4	4
IUB	SLIS L553	School Media Specialist	0	0	0	1	0	0	1	1
W.Laf	CE 570Q	Adv Structural Mechanic	0	0	1	0	0	0	1	1
W.Laf	EE 580Q	Opt Method for Sys contr	0	0	1	0	0	0	1	1
W.Laf	ME 500Q	Thermodynamics	0	0	1	0	0	0	1	1

Originator if not IPFW	Semester and Course Number	Course Title	Studio	Cable Ch. 56	Video Tape	IHETS	Inter net	2-way Inter- active	Total Enrolled	Total DE Enrolled
			0	0	1	0	0	0	1	1
W.Laf	ME 561Q	Optimal Design	0	0	1	0	0	0	1	1
W.Laf	ME 563Q	Mechanical Vibrations	0	0	1	0	0	0	1	1
	TOTAL		120	151	81	13	0	23	388	268
	SUMMER 98									
	HIST H232	World in Twentieth Cent	0	0	0	0	6	0	6	6
	SOC S161	Principles of Sociology	0	0	0	0	20	0	20	20
	SOC S410/560	Sociology of Poverty	0	0	0	0	17	0	17	17
	PHIL 312	Medical Ethics	0	23	11	0	0	0	34	34
	PHIL 580	Pr-Seminar in Phil	0	2	1	0	0	0	3	3
	POLS Y103	Intro American Politics	0	3	2	0	0	0	5	5
	PSY 120	Elementary Psychology	0	8	6	0	0	0	14	14
IUPUI	EDUC D600	Teach/Learn Transaction	0	0	0	0	0	4	4	4
W.Laf	IE 674Q	Comptr & Com Methods	0	0	1	0	0	0	1	1
	TOTAL		0	36	21	0	43	4	104	104
	FALL 98									
	BUS A201	Intro Accounting I	23	15	11	0	0	0	49	26
	BUS Z302	Manag & Behav in Organ	20	8	6	0	0	0	34	14
	ECON E200	Fund of Econ: Overview	24	25	9	6	0	0	64	40
	ECON E201	Microeconomics	22	19	17	4	0	0	62	40
	EET 264	C Prgm Language Applicat.	18	13	1	0	0	0	32	14
	EET 303	Communications	8	8	1	1	0	0	18	10
	EET 377	Intro to Fiber Optics	6	11	4	0	0	0	21	15
	PHIL 326	Business Ethics	9	33	8	0	0	0	50	41
	PHIL 580	Business Ethics	4	2	0	0	0	0	6	2
	POLS Y307	Indiana State Gov't & Polit.	22	39	18	2	0	0	81	59
	PSY 120	Elementary Psychology	24	9	13	0	0	0	46	22
	SOC S314	Social Aspects of Hlth/Med	0	0	0	1	16	0	17	17
IUPUI	EDUC D505	Adult as Client of Educ	0	0	0	0	0	5	5	5
IUPUI	EDUC D512	Forms & Forces Ad Ed	0	0	0	0	0	2	2	2
IUPUI	EDUC D625	Data Analysis	0	0	0	0	0	3	3	3
IUB	SLIS L520	Bibliographic Access & Cntrl	0	0	0	0	0	8	8	8
IUB	SLIS L533	Library Materials- Child	0	0	0	0	0	7	7	7
IUB	SLIS L551	Info Inquiry Schl Teachers	0	0	0	0	0	2	2	2
W. Laf	CS 536	Data Com & Comp Network	0	0	2	0	0	0	2	2
W. Laf	EE 538Q	Digital Signal Processing	0	0	1	0	0	0	1	1
W. Laf	EE 546Q	Dgltl Comp Tech	0	0	1	0	0	0	1	1
W. Laf	EE 566Q	CISC Microproc sys	0	0	1	0	0	0	1	1
W. Laf	EE 602Q	Lumped System Theory	0	0	1	0	0	0	1	1
W. Laf	MA 527Q	Adv Math/ Engr & Physics I	0	0	1	0	0	0	1	1
W. Laf	ME 563Q	Mechanical Vibrations	0	0	1	0	0	0	1	1
W. Laf	ME 597Q	Spray Theory & Application	0	0	1	0	0	0	1	1
W. Laf	MSE 556Q	Fracture of Materials	0	0	1	0	0	0	1	1

Originator if not IPFW	Semester and Course Number	Course Title	Studio	Cable Ch. 56	Video Tape	IHETS	Inter net	2-way Inter- active	Total Enrolled	Total DE Enrolled
	TOTAL		180	182	98	14	16	27	517	337
	SPRING 99									
	BUS A202	Intro to Accounting II	17	13	14	1	0	0	45	28
	CFS 399	Professn of Dietetics	0	0	2	0	0	0	2	2
	CPET 355	Intro Data communication	3	1	0	0	0	0	4	1
	ECON E200	Fund of Econ: Overview	18	25	19	7	0	0	69	51
	ECON E202	Intro to Macroecon	24	18	17	1	0	0	60	36
	EET 355	Intro Data communication	6	9	2	0	0	0	17	11
	EET 403	Communication II	4	7	5	0	0	0	16	12
	FINA H101	art Appreciation	0	18	19	1	0	0	38	38
	POLS Y103	Intro Americ Politics	0	3	35	0	0	0	38	38
	POLS Y105	Political Theory	7	23	17	0	0	0	47	40
	SOC S161	Principles of Sociology	0	0	0	4	26	0	30	30
	SPEA V522	Human Resource Mgmt	0	0	0	0	2	0	2	2
IUB	SLIS L401	Computer Info Tools	0	0	0	0	0	6	6	6
IUB	SLIS L553	School Media Specialist	0	0	0	0	0	1	1	1
IUPUI	EDUC D500	Intro to Adult Ed Theory	0	0	0	0	0	2	2	2
IUPUI	EDUC D506	Adult as Client of Educ	0	0	0	0	0	1	1	1
IUPUI	EDUC D613	Dgnstic Proc in Adult Ed	0	0	0	0	0	3	3	3
W. Laf	EE 648Q	Digital Signal Proc II	0	0	2	0	0	0	2	2
W. Laf	MA 528Q	Adv Math Engr Phys II	0	0	1	0	0	0	1	1
W. Laf	ME 510Q	Gas Dynamics	0	0	1	0	0	0	1	1
W. Laf	STAT 516Q	Basic Prob & Appl	0	0	1	0	0	0	1	1
	TOTAL		79	117	135	14	28	13	386	307
	SUMMER 99									
	FINAH101	Art Appreciation	0	22	14	2	0	0	38	38
	HIST H232	World in Twentieth Cent	0	0	0	0	10	0	10	10
	PHIL 326	Business Ethics	0	12	7	0	0	0	19	19
	POLS Y103	Intro to America Politics	0	9	9	2	0	0	20	20
	PSY 350	Abnormal Psychology	7	16	16	0	0	0	39	32
	SOC S161	Principles of Sociology	0	0	0	0	12	0	12	12
	SOC S410/560	Sociology of Poverty	0	0	0	7	14	0	21	21
IUB	SLIS L528	Collection Development	0	0	0	0	0	9	9	9
IUB	SLIS L526	Library Automation	0	0	0	0	0	8	8	8
	Total		7	59	46	11	36	17	176	169
	FALL 99									
	BUS A201	Intro to Financial Acctg	24	19	23	2	0	0	68	44
	CS 460	Object Ornt Sys Dvlp	9	0	0	0	0	0	9	0
	ECON E200	Fund of Econ: Overview	22	17	20	7	0	0	66	44
	ECON E201	Intro to Microecon	17	11	14	1	0	0	43	26
	EET 303	Communication I	4	8	5	0	0	0	17	13
	EET 382	C++ OB or PRG/IN Appl	3	9	0	0	0	0	12	9
	EET 473	Microwaves	10	4	1	0	0	0	15	5

Originator if not IPFW	Semester and Course Number	Course Title	Studio	Cable Ch. 56	Video Tape	IHETS	Inter net	2-way Inter- active	Total Enrolled	Total DE Enrolled
	ENG W131	Elementary Composition	0	0	0	0	12	0	12	12
	FINA H101	Art Appreciation	0	20	29	0	0	0	49	49
	PHIL 312	Medical Ethics	0	35	24	1	0	0	60	60
	PHIL 580	Medical Ethics	2	1	2	0	0	0	5	3
	POLS Y103	Intro to America Politics	0	13	16	1	0	0	30	30
	POLS Y307	IN State Govt	12	32	25	0	0	0	69	57
	PSY 120	Elementary Psychology	24	11	19	1	0	0	55	31
	SPEA J101	American Criminal Just	19	10	15	0	0	0	44	25
IUB	SLIS L507	Mgmt Info Environments	0	0	0	0	0	7	7	7
IUB	SLIS L551	Info Inq Schl Teachers	0	0	0	0	0	8	8	8
W. Laf	IE 570	Mnfct Process Engineer	0	0	1	0	0	0	1	1
	Total		146	190	194	13	12	15	570	424
	SPRING 00									
	BUS A202	Intro to Mang. Acctng.	6	5	17	3	0	0	31	25
	CFS 399	Profession of Dietetics	0	0	3	0	0	0	3	3
	CMLT C217	Detective Mystery Lit	16	13	17	0	0	0	46	30
	CPET 355	Intro to Data Communic	5	3	0	0	0	0	8	3
	ECON E200	Fund of Econ: Overview	24	19	24	5	0	0	72	48
	ECON E202	Intro to Macroecon	16	8	19	0	0	0	43	27
	EET 355	Intro to Data Communic	5	0	4	0	0	0	9	4
	EET 403	Communication II	3	4	5	0	0	0	12	9
	FINA H101	Art Appreciation	0	27	25	1	0	0	53	53
	HIST H106	American History II	0	0	0	1	22	0	23	23
	POLS Y103	Intro to America Politics	0	9	30	2	0	0	41	41
	POLS Y105	Intro to Political Theory	4	8	16	0	0	0	28	24
	SOC S161	Principles of Sociology	0	0	0	1	25	0	26	26
	SPEA J101	American Criminal Just	0	6	18	0	0	0	24	24
IUB	SLIS L524	Info Sources & Services	0	0	0	0	0	4	4	4
IUB	SLIS L553	Schl Lib Media Special	0	0	0	0	0	2	2	2
W. Laf	EE 580	Opt Meth for Sys control	0	0	0	0	0	1	1	1
W. Laf	ME 565	Vehicle Dynamics	0	0	0	0	0	1	1	1
	TOTAL		79	102	178	13	47	8	427	348

## CHAPTER II

### REQUEST FOR INSTITUTIONAL CHANGE: AUTHORIZATION TO OFFER DEGREE PROGRAMS AT OTHER SITES

#### Summary of Proposed Change

Indiana University - Purdue University Fort Wayne (IPFW) requests NCA approval of a change in the Statement of Affiliation Status under the heading "Locations" to incorporate the following language:

Discretion to offer degree programs throughout its regional service area and through consortium arrangements with other accredited campuses.<sup>1</sup>

The initial, intended sites are Warsaw, Indiana; the Calumet campus of Purdue University in Hammond, Indiana; and the IUPUI campus in Indianapolis, Indiana. However, IPFW proposes the language shown above in order to encompass additional programs which would meet the same standards as described below. For example, students at the West Lafayette campus of Purdue University may join in the consortium agreement which is one of the initial proposed programs. Levels of interest in enrollment at a potential site in Auburn, Indiana, are also being evaluated.

#### Rationale and Relation to IPFW's Mission and Purposes

IPFW's core mission is to provide quality postsecondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment, and serving the region. The institution has a long history of pursuing this mission through class offerings on the campus and in area cities, as well as more recent efforts to expand distance education offerings. Establishment of additional degree sites for area residents is a natural extension of these efforts.

#### Relation to the Most Recent NCA Comprehensive Evaluation

IPFW's degree site initiatives are not related to any issues noted as weaknesses in the 1990 comprehensive review. They do respond to the team's suggestion that the "campus should review its continuing education offerings to insure that it is offering an appropriate array of courses at off-campus sites." As mentioned above, additional degree sites are an extension of IPFW's off-campus course offerings and distance education course offerings.

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<sup>1</sup>The first part of the proposed language mirrors a change approved on November 13, 1998 for Youngstown State University.

## **Background and Planning Process**

### Warsaw Classes

IPFW has offered credit classes in Warsaw for the past several years. Enrollments have grown to a level that has justified the lease of space in the city and the hiring of an on-site receptionist to assist students and faculty. Enrollment history is included in Exhibit III.1B. of Chapter I of this Part of the self-study report.

IPFW plans to offer the Bachelor of General Studies to a cohort of students who will enroll at Warsaw. Establishment of a class cohort will assure sufficient enrollment to warrant the further expansion of course offerings to include all courses required for the BGS at that site. Students in the program may also take advantage of the distance education course offerings described in Chapter I of this Part of the self-study report and to enroll in on-campus courses if a desired course is not otherwise available. Consideration is also being given to establishing a cohort in Auburn, Indiana.

### Nursing Administration at the Calumet Campus

IPFW and the Calumet campus of Purdue University have discussed offering the Calumet M.S. in Nursing on the Fort Wayne campus for several years. Recent changes in technology, i.e. the conversion of video services from leased lines to dedicated ATM lines, have made the costs for offering the program acceptable to both parties. The two campuses have reached an agreement through which each campus will offer its graduate nursing program to students at the other campus. The Calumet program includes two clinical specialties which are not otherwise available at public-university rates in the Fort Wayne area. The IPFW program in nursing administration is not otherwise available in the Calumet area and will thus expand educational opportunities in that area. The agreement is enclosed as Exhibit III.2A at the end of this chapter. This agreement also serves as a sample of the kinds of consortium agreements that IPFW intends to use as one means for expanding educational opportunities for northeastern Indiana residents. A similar agreement with Indiana University - Purdue University Indianapolis is also being discussed in order to bring another clinical specialty to the area

### Other Program Consortium Agreements

IPFW has also participated as a minority partner in other arrangements for offering of other university degrees at IPFW, including a M.S. in Education in adult education offered by Indiana University - Purdue University Indianapolis, a M.S. in Engineering offered by Purdue University West Lafayette, and a Master of Library Science offered by Indiana University Bloomington. The campus has thus had ample experience in arranging for student services, for scheduling of courses, and for cooperation among academic units in support of programs offered by other campuses. The new agreement for offering of nursing programs is the first in which IPFW will be the majority partner (thus offering the degree), but the arrangement is not expected to create any significant issues in terms of student and program support.

## **Receipt of Other Needed Approvals**

IPFW has not established any special approval process for offering of degree programs at other sites when these programs are already offered on campus. Both Indiana University and Purdue University have also chosen not to establish approval processes for offering currently approved programs at new sites.

IPFW has submitted the degree program proposals to the Commission for Higher Education, using the special process created to allow expedited review of proposals to deliver currently approved programs via distance education. The proposals satisfy all requirements established in the Commission's March 1998 *Policy for Delivering Degree Programs through Distance Education Technology*, even though the programs will be available initially only at designated sites. The policy includes a requirement that approval be sought when "a student off-campus can complete, through distance education technology, a total of 50 percent or more of the semester credit hours required for the degree program" and when "the institution is publicizing to prospective students ... that they will be able to complete 50 percent or more of the semester credit hours required for the degree program through distance education technology."

As of Fall 2000, IPFW distance education course offerings and cohort classes incorporate more than 50 percent of the requirements for the Associate of General Studies and the Bachelor of General studies degree programs. The implementation schedule for the nursing program is designed to lead to offering of more than 50 percent of the required courses.

Approval of the proposals is expected prior to the site visit.

## **Impact on IPFW's ability to meet the GIR's and Criteria for Accreditation**

This request will have no impact on IPFW's ability to meet the Criteria and GIR's. Expansion of current course offerings in Warsaw to support a cohort of students pursuing the B.G.S. will not affect other aspects of IPFW's operations in any significant way. Establishment of a consortium program for the M.S. in Nursing Administration will not have material effects outside the department of nursing, and the campus is prepared to meet any resource needs in nursing as need is demonstrated.

## **Impact of the change on the institution**

Offering the B.G.S. in Warsaw is an important undertaking for IPFW but is not expected to alter the fundamental nature of the institution. The program to be offered will be identical to the on-campus program, although students enrolling solely at Warsaw will have a limited range of elective classes from which to choose. The size of the cohort will not have a material effect on overall IPFW enrollments.

Offering the M.S. in Nursing Administration is also an important undertaking for the campus. The program offered at Calumet will be the same as the on-campus program. All classroom

courses which are taught by IPFW will be taught concurrently to on-campus students and Calumet students through either interactive video or Internet technology. Clinical courses will be taught at both sites by regular faculty approved for supervision of students in clinical settings. Implementation of the program is not expected to have a material impact on other parts of the institution.

### **Processes to Initiate and Maintain the Program and to Monitor the Quality of the Initiative**

The B.G.S. program in Warsaw will be included in the assessment program for the B.G.S. as offered to on-campus students. Students at the Warsaw site also participate in the regular instructor evaluation system which is employed for all courses sponsored through Continuing Education. The impact of the program on other campus offices and services will be negligible, including support for advising, library services, financial aid, and career counseling.

The Nursing Administration program in Calumet will participate in the assessment program already developed for the on-campus program. In addition, students at Calumet will participate in the instructor evaluation system used for all distance education classes. The nursing faculties at each campus will also meet regularly to assess the effectiveness of the program. Additional methods of evaluation are also being developed by the Distance Education Coordinating Committee.

### **Resource planning and organization**

**Human Resources.** Courses offered in support of the B.G.S. program will, in many cases, be the same courses already offered at Warsaw. Where enrollment requires additional class sections, the additional sections will be arranged. Instructors selected for all continuing education credit classes are approved by the on-campus department, and this process will continue as offerings in Warsaw are expanded. Courses supporting the graduate program in nursing will be taught by the regular nursing faculty. Faculty resources will be augmented as required to meet demonstrated need.

Each distance education degree program will be administered in the same way as the on-campus program. Each IPFW program head is qualified by education and experience to administer the degree program. Oversight is provided by the dean or director of the school or division through which the program is offered and by the Vice Chancellor for Academic Affairs. No new staff are expected to be required in any area to support advising and other services. New faculty positions will be authorized as enrollments demonstrate the need for the positions, and regular standards for credentials and experience will be followed. Nearly all distance-education classes are offered by full-time, tenure-track faculty members, and this pattern is expected to continue. Regular processes for faculty and staff annual reviews will continue to be followed.

**Financial Resources.** IPFW has provided financial support for the offering of distance education classes and expects to provide additional support for the expansion of these offerings. Various financial arrangements have been made, including teaching of classes as a part of regular

assignments, teaching on overload, and summer teaching. Start-up funding has been provided in various ways, including course-release agreements, the course-development grants offered through CELT, and sponsorship of faculty attendance at distance-education workshops. All funding has been arranged through the current Academic Affairs budget, with the knowledge and approval of the Chancellor. Students enrolling in the Warsaw and nursing programs will be eligible for the full range of institutional, state, and federal financial aid.

**Physical Resources.** The implementation of the Warsaw and Nursing degree programs will not have any significant impact on facilities. Library services, discussed in more detail below, do have the capacity to provide service for additional course offerings. Resources related to televised courses have been expanded through upgrades to the state-wide network, and the campus has periodically upgraded its connections which support access to the Internet. Funding has been identified for further expansion of computing equipment needed to support distance education classes, and future upgrades will be installed as the need becomes apparent.

**Instructional Resources.** Requirements for the Nursing and Warsaw degree programs will not differ from requirements specified for on-campus students. Admission requirements will also be the same for distance education students as for on-campus students. No additional library resources are required, and all distance education classes can take advantage of the electronic reserves system used by the library to facilitate access to reserve materials. Advising, career counseling, and other resources are all equally available to distance-education students through the use of computer-based systems and through telephone, mail, and electronic access.

#### **Compliance with *Guidelines for Distance Education***

IPFW has demonstrated its compliance with the *Guidelines* in Chapter I of this part of the self-study report. The initial proposed programs, as well as future programs, will comply with these guidelines.

#### **Compliance with *Good Practices in Contractual Arrangements Involving Courses and Programs***

The proposed M.S. in Nursing program does involve a contractual arrangement with Purdue University Calumet. The contract is included as an exhibit at the end of this chapter of the self-study report. It serves as an example of the kind of contract that IPFW expects to reach with partners in any future consortium agreements that may be reached. Consistent with the proposed language of the institutional change (programs in the service area and with other accredited institutions”), IPFW does not expect to be a partner in consortia involving unaccredited organizations or overseas institutions.

The proposed M.S. in Nursing program satisfies the *Assumptions* which introduce the standards. The program is consistent with the institution’s mission to provide educational opportunities to citizens of northeast Indiana. Although the nursing administration program is already available

to students in the IPFW service area, the consortium agreement provides an opportunity for area residents to pursue the M.S. in nursing with clinical specialty areas.

1. *Good Practices in Writing a Contract between Accredited Institutions Concerning Educational Courses/Programs*

- A. The contract has been approved by all required parties on the participating campuses. Extension of the contract to involve other institutions, such as Purdue University West Lafayette, would be conditioned on obtaining similar approvals.
- B. The contract addresses the required elements, including services to be performed by each party, the contract duration, the process for reviewing and renewing the agreement, and the arrangements for protection of student interests in the event of the termination of the contract.
- C. The contract defines the courses and services involved in the agreement, the arrangements for awarding credit, the process for faculty review of the program, arrangements for student support services, and opportunities for student access to learning resources.
- D. The contract includes specific description of the financial arrangements for compensation of the parties. The arrangements meet all legal requirements for students and the institutions to preserve eligibility for state and federal financial aid programs.
- E. The contract is not required to be submitted to any federal or state agency or to the North Central Association. It is being submitted as an exhibit in the institutional self-study in support of the request for "institutional change." It is also publicly available on request.

2. *Additional Good Practices for Contractual Arrangements with Organizations not Accredited by a Regional Institutional Accrediting Association.*

IPFW does not expect to participate in contractual arrangements with organizations that are not accredited by a regional institutional accrediting organization.

3. *Additional Good Practices for Contractual Arrangements with International Entities*

IPFW does not expect to participate in contractual arrangements with international entities.

**Exhibit III.2A. Graduate Nursing Education  
Consortium Agreement  
Between the  
School of Nursing, Purdue University Calumet  
And the  
IPFW/Parkview Department of Nursing,  
Indiana University-Purdue University Fort Wayne**

This Agreement is entered into by and between the School of Nursing at Purdue University Calumet (PUC) and the IPFW/Parkview Department of Nursing, Indiana University-Purdue University Fort Wayne (IPFW).

**Purpose**

This Agreement defines the obligations and responsibilities of the parties to the Graduate Nursing Education Consortium. This consortium will provide intercampus graduate education to cooperating campus sites and will be implemented by combining distance education resources, faculty resources, and clinical resources of each consortium member. It is with the combination of these resources that graduate nursing education can be made accessible, acceptable, and attractive to the citizens of Indiana.

**Effective Dates and Terms**

The Agreement becomes effective Fall, 2000 and shall be annually reviewed by both parties. Each party must give written notice one year in advance to terminate the Agreement. If a party gives written notice to terminate the Agreement, each party agrees to continue offering courses to current students and to support their completion of the program. This Consortium Agreement will adhere to the guidelines for conducting limited graduate education at a nonsteward campus described in Section XI, Policies and Procedures for Administering Graduate Programs at Non-West Lafayette Campuses, of the *Graduate School Policies and Procedures Manual*. In accordance with these guidelines, the head and director of the PUC Graduate Program in Nursing and the head and director of the IPFW/Parkview Graduate Program in Nursing will negotiate this Agreement.

**Principles That Guide the Consortium**

The responsibilities of the parties involved in the Agreement are described in the following principles:

1. The statewide Indiana College Network (ICN) financial model for cooperative distance learning will be utilized by all parties in this Agreement. The standard ICN model divides the revenues with the course originating campus receiving 90% of the net tuition and the receiving campus receiving 10% of the net tuition.

2. PUC will grant the MS degree in Nursing (FNP/CNS) and IPFW will grant the MS degree in Nursing Administration.
3. The campus granting the respective MS degree will offer at least 51% of the required credit hours as the originating campus for the degree.
4. Distant member sites will offer no more than 49% of the required credit hours as the receiving campus for the degree.
5. The program campus school of nursing has the responsibility to approve the courses offered by a course originating campus and subsequently accepts the credits for the degree completion.
6. Telecommunication resources, at the receiving site, are the responsibility of each graduate education consortium member.
7. The originating campus will be responsible for technical support at the originating campus and for the IHETS ATM connection.
8. Courses from track curriculums will be scheduled so that select faculty from distant sites will be involved in teaching course offerings throughout the curriculum plan.
9. An addendum to this Agreement for each track cooperatively offered, noting the curriculum and track specifics, will be attached to this Agreement.
10. Clinical practica will occur in communities surrounding the student's home campus with preceptors secured by the student's home campus.
11. Faculty resources may be exchanged/purchased as needed with approval of the parties involved in this Agreement.
12. All staff fee remissions will be paid for by the campus that is paying the staff salary.
13. The student's home campus will facilitate enrollment for their home campus students.
14. Each campus will designate a consortium coordinator who will be responsible for recruitment, advising, and registration of students and for administration and coordination of the graduate nursing consortium program(s) on campus.
15. PUC School of Nursing will assume primary responsibility for the administration and coordination of this consortium and will function in conjunction with the coordinators at the other campuses.
16. The graduate program director of the program campus will assume primary responsibility for the coordination/collaboration of the relevant curriculum.
17. Grant writing efforts for the consortium programs included in this Agreement will be a collaborative effort between consortium members.
18. Admission, progression and graduation responsibilities are shared between the originating site, distant site(s), the program campus, the PUC School of Nursing, and the Graduate School of Purdue University. Decisions will adhere to the Purdue University Graduate School Guidelines.
19. A minimum enrollment of 10 at each distant site is required for the originating campus to offer a course using 2-way interactive video.
20. All consortium members will participate in curriculum evaluation, outcome measurement assessment, and curriculum revisions.
21. The student's home campus is responsible for providing access to services such as library, parking, computer laboratories, and health insurance.

22. Courses will be offered following the calendar of the originating campus at mutually agreed upon times.

Note: Implementation requires the connection of T1 Access Indiana IHETS ATM Network  
This Agreement has been executed in duplicate by the parties on this the 15th day of March, 2000.

\_\_\_\_\_/signed/\_\_\_\_\_  
Head, Graduate Program in Nursing  
Purdue University Calumet  
School of Nursing

\_\_\_\_\_/signed/\_\_\_\_\_  
Head, Graduate Program in Nursing  
IPFW/Parkview School of Nursing

\_\_\_\_\_/signed/\_\_\_\_\_  
Vice Chancellor Academic Affairs,  
Purdue University Calumet

\_\_\_\_\_/signed/\_\_\_\_\_  
Vice Chancellor Academic Affairs,  
Indiana University-Purdue  
University Fort Wayne

\_\_\_\_\_/signed/\_\_\_\_\_  
Vice Chancellor,  
Administrative Affairs,  
Purdue University Calumet

\_\_\_\_\_/signed/\_\_\_\_\_  
Vice Chancellor for Financial  
Affairs,  
Indiana University-Purdue  
University Fort Wayne

\_\_\_\_\_/signed/\_\_\_\_\_  
Chancellor,  
Purdue University Calumet

\_\_\_\_\_/signed/\_\_\_\_\_  
Chancellor,  
Indiana University-Purdue  
University Fort Wayne

**PURDUE UNIVERSITY CALUMET**  
**School of Nursing**  
Proposed Phase-In of Graduate Nursing Consortium  
**Both Family Nurse Practitioner & Clinical Nurse Specialist**

**IUPU Fort Wayne Courses**

**Purdue University Calumet Courses**

**Year 1: 2000-2001**

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3

**Year 2: 2001-2002**

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3
			Nur 502 Pharmacotherapeutics <sup>1</sup>	Fall	3
			Nur 503 Adv Hlth Assessment	Fall	3
Nur 509 Family Health Promotion Practicum (laboratory)	Spring	2	Nur 509 Family Health Promotion Practicum (lecture) <sup>1</sup>	Spring	1
			Nur 508 Family as a Unit of Health Care <sup>2</sup>	Spring	3
Nur 520 Adult Health Practicum I or Nur 535 Critical Care Practicum II	Fall	3	Nur 518 Adult Health I <sup>3</sup> or Nur 530 Critical Care I <sup>3</sup>	Fall	3
Nur 620 Adult Health Practicum II or Nur 635 Critical Care Practicum II	Spring	3	Nur 618 Adult Hlth Nurs II <sup>3</sup> or Nur 630 Critical Care Nurs II <sup>3</sup>	Spring	3

**Year 3 and beyond: 2002-2003**

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3
			Nur 503 Adv Health Assessment	Fall	3
Nur 509 Family Health Promotion Practicum (laboratory)	Spring	2	Nur 509 Family Health Promotion Practicum (lecture) <sup>1</sup>	Spring	1
			Nur 508 Family as a Unit of Health Care <sup>2</sup>	Spring	3
Nur 520 Adult Health Practicum I or Nur 535 Critical Care Practicum II	Fall	3	Nur 518 Adulth Health I <sup>3</sup> or Nur 530 Critical Care I <sup>3</sup>	Fall	3
Nur 620 Adult Health Practicum II or Nur 635 Critical Care Practicum II	Spring	2	Nur 618 Adult Health Nurs II <sup>3</sup> or Nur 630 Critical Care Nurs II <sup>3</sup>	Spring	1
Nur 613 Primary Care of the Young Family Practicum	Fall	5	Nur 611 Primary Care of the Young Family <sup>3</sup>	Fall	3
Nur 664 Principles of Clinical Leadership	Spring	2	Nur 622 Primary Care of the Aging Family <sup>3</sup>	Spring	3
Nur 623 Primary Care of the Aging Family Practicum	Spring	5	Nur 655 Seminar for Professional Practice <sup>3</sup>	Fall	3
Elective	Fall	3	Elective	Spring	3
Elective		3			3

<sup>1</sup> taught by two-way video      <sup>2</sup> taught by web      <sup>3</sup> to be determined

Note: Nur 502 Pharmacotherapeutics can be taken by CNS students as an elective. CNS option can be completed in two years if electives are taken in summer or in addition to required courses during the first and second year.

**PURDUE UNIVERSITY CALUMET**  
**School of Nursing**  
Proposed Phase-In of Graduate Nursing Consortium  
**Family Nurse Practitioner Option**

**IUPU Fort Wayne Courses**

**Purdue University Calumet Courses**

Year 1: 2000-2001

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3

Year 2: 2001-2002

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3
Nur 509 Family Health Promotion Practicum (laboratory)	Spring	2	Nur 509 Family Health Promotion Practicum (lecture) <sup>1</sup>	Fall	1
			Nur 503 Adv.Hlth Assessment	Fall	3
			Nur 502 Pharmacotherapeutics <sup>1</sup>	Spring	3
			Nur 508 Family as a Unit of Health Care <sup>2</sup>	Spring	3

Year 3 and beyond: 2002-2003

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3
Nur 509 Family Health Promotion Practicum (laboratory)	Spring	2	Nur 509 Family Health Promotion Practicum (lecture) <sup>1</sup>	Fall	1
			Nur 503 Adv.Hlth Assessment	Fall	3
			Nur 502 Pharmacotherapeutics <sup>1</sup>	Spring	3
Nur 613 Primary Care of the Young Family Practicum	Fall	5	Nur 611 Primary Care of the Young Family <sup>3</sup>	Fall	3
Nur 664 Principles of Clinical Leadership	Spring	2	Nur 622 Primary Care of the Aging Family <sup>3</sup>	Spring	3
Nur 623 Primary Care of the Aging Family Practicum	Spring	5	Nur 655 Seminar for Professional Practice <sup>3</sup>	Fall	1

<sup>1</sup> taught by two-way video

<sup>2</sup> taught by web

<sup>3</sup> to be determined

**PURDUE UNIVERSITY CALUMET**  
**School of Nursing**  
**Proposed Phase-In of Graduate Nursing Consortium**  
**Clinical Nurse Specialist Option**

Year 1: 2000-2001

**IUPU Fort Wayne Courses**

**Purdue University Calumet Courses**

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3

Year 2: 2001-2002

**IUPU Fort Wayne Courses**

**Purdue University Calumet Courses**

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3
Nur 520 Adult Health Practicum I or Nur 535 Critical Care Practicum II	Fall	3	Nur 518 Adult Health I <sup>3</sup> or Nur 530 Critical Care I <sup>3</sup>	Fall	3
Nur 620 Adult Health Practicum II or Nur 635 Critical Care Practicum II	Spring	3	Nur 618 Adult Hlth Nurs II <sup>3</sup> or Nur 630 Critical Care Nurs II <sup>3</sup>	Spring	3

Year 3 and beyond: 2002-2003

**IUPU Fort Wayne Courses**

**Purdue University Calumet Courses**

Course	Semester	Credit	Course	Semester	Credit
Nur 521 Theoretical Constructs in Nursing	Fall	3	Nur 506 Pathophysiology <sup>1</sup>	Fall	3
Nur 523 Nursing Research	Spring	3	Nur 504 Holistic Health <sup>3</sup>	Spring	3
Nur 520 Adult Health Practicum I or Nur 535 Critical Care Practicum II	Fall	3	Nur 518 Adult Health I <sup>3</sup> or Nur 530 Critical Care I <sup>3</sup>	Fall	3
Nur 620 Adult Health Practicum II or Nur 635 Critical Care Practicum II	Spring	3	Nur 618 Adult Hlth Nurs II <sup>3</sup> or Nur 630 Critical Care Nurs II <sup>3</sup>	Spring	3
Nur 664 Principles of Clinical Leadership	Spring	2	Nur 655 Seminar for Professional Practice <sup>3</sup>	Fall	1
Elective	Fall	3	Elective	Spring	3
Elective	Fall/Spr	3			

<sup>1</sup> taught by two-way video      <sup>2</sup> taught by web      <sup>3</sup> to be determined

Note: Nur 502 Pharmacotherapeutics can be taken by CNS students as an elective  
 CNS option can be completed in two years if electives are taken either in summer or in addition to required courses during the first and second year

**INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE  
NURSING DEPARTMENT**

**Proposed Phase-In of Graduate Nursing Consortium  
Nursing Administration Program**

**IPFW Courses  
Year 1: 2000-2001**

**Purdue University Calumet Courses**

Course	Semester	Credit	Course	Semester	Credit
NUR 521 Theoretical Constructs	Fall	3			
NUR 525 Informatics	Spring	3			

**Year 2: 2001-2002**

NUR 650 Nursing Administration I	Fall	3			
NUR 651 Nursing Administration II	Spring	3	Organizational Analysis and Action		3
NUR 523 Nursing Research	SUI	3			

**Year 3: 2002-2003**

NUR 652 Nursing Administration III	Fall	3			
NUR 665 Managed Care	Fall	3			
NUR 653 Nursing Administration-Financial Management	Spring	3			
NUR 610 Seminar-Health Care Issues	Spring	3	Organizational Communication		3
NUR 654 Human Resource Management	SUI	3			

The following courses will be needed according to student progression:

NUR Nursing Administration Practicum I	2 Credits
NUR Nursing Administration Practicum II	2 Credits
NUR Master Thesis I	2 Credits
NUR Master Thesis II	1 Credit
NUR-Competency Testing	3 Credits

## CHAPTER III

### REQUEST FOR INSTITUTIONAL CHANGE: REMOVAL OF STIPULATION ABOUT OFFERING OF DOCTORAL DEGREE COURSES

#### Summary of Proposed Change

Indiana University - Purdue University Fort Wayne (IPFW) proposes removal of the current stipulation:

*Course offerings at the doctoral level are limited to five courses or twenty semester hours a year.*

This proposal is made with a desire to offer students more flexibility and with the understanding that the institution will not advertise its courses as being applicable to doctoral programs at other institutions unless an agreement has previously been reached with the degree-granting institution. IPFW does not intend to expand graduate-level offerings other than in support of approved degree programs, partnerships with doctoral institutions, and in support of special arrangements reached for doctoral students to study at the campus.

IPFW also notes that the stipulation is not specified for any other regional campus in Indiana, and thus can lead to unwarranted conclusions about the quality of IPFW faculty and offerings. Recognizing NCA's interest in specifying the details of institutional accreditation, IPFW considers the following language to be an acceptable alternative to simple removal of the stipulation:

*Courses are offered at the graduate level in support of authorized degree programs and consortium agreements with other accredited institutions.*

#### Rationale and Relation to IPFW's Mission and Purposes

IPFW's core mission is to provide quality postsecondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment, and serving the region. The institution has a long history of offering graduate programs as a part of this mission, and the number of graduate program offerings has grown steadily.

Growth of graduate programs, particularly in the arts and sciences, has led to participation by IPFW faculty in the education of doctoral-level students from Indiana University Bloomington and Purdue University West Lafayette.

## **Relation to the Most Recent NCA Comprehensive Evaluation**

IPFW's participation in doctoral-level courses is not related to any issues noted as weaknesses in the 1990 comprehensive review.

## **Background and Planning Process**

IPFW has offered graduate-level programs since the first few years of its existence as a joint regional campus of Indiana University and Purdue University. IPFW faculty have participated in the system-wide graduate schools since the initiation of campus-based graduate programs. This participation has grown to include 48 IPFW faculty members as approved members of the Indiana University Graduate School and 73 as approved members of the Purdue University Graduate school. Some are members of both schools. The smaller number of Indiana University Graduate School faculty reflects the mission of the IU Graduate School as an extension of the College of Arts and Sciences, while the Purdue University Graduate School incorporates all graduate programming of the university.

## **Receipt of other needed approvals**

IPFW has all needed approvals for its activities related to graduate degree programs. Faculty approved to offer graduate-level coursework also have all needed approvals for these offerings.

Approval of a doctoral-level student to study at IPFW is a decision for the degree-granting institution. Similarly, the degree-granting institution determines whether classes already taken at IPFW may be used to fulfill doctoral-degree requirements. IPFW is not aware of any refusal by a degree-granting institution to accept credits taken in graduate classes at its campus.

## **Impact on IPFW's ability to meet the GIRs and Criteria for Accreditation**

This request for institutional change is believed to have no impact on IPFW's ability to meet the Criteria and GIRs. The institution does not anticipate growth in graduate-level offerings which would raise any issue related to the GIRs and the Criteria.

## **Impact of the change on the institution**

It is impossible for the institution to comply with the current stipulation because courses offered in support of IPFW master's programs are also generally applicable to doctoral programs. The decision about the applicability of particular courses is, of course, the responsibility of the degree-granting institution, and it may be made either prior to or following the student's enrollment in the course(s).

This change is not expected to have any material impact on the institution, other than in more clearly describing the terms of institutional accreditation. The institution expects to offer additional graduate-level courses only for the purposes that have been described.

## **Processes To Initiate and Maintain the Program and To Monitor the Quality of the Initiative**

IPFW already complies with standards established for participation of campus faculty as members of the IU and Purdue graduate school faculties and the corresponding authority of the faculty to offer graduate-level courses. These processes are augmented by IPFW program review procedures.

### **Resource planning and organization**

**Human Resources.** IPFW departments which offer graduate-level programs or courses in support of programs offered through other departments have the faculty and support resources needed for these offerings. Resource needs for newly approved graduate programs are addressed as a part of implementing the programs.

**Financial Resources.** IPFW has provided financial support for the offering of graduate courses and programs and expects to provide additional support for any expansion of these offerings.

**Physical Resources.** IPFW provides all facilities needed for current graduate-level courses and programs. Any expansion of graduate-level activities is not expected to involve any significant need for additional physical resources.

**Instructional Resources.** Instructional resources for graduate-level programs and courses are provided through IPFW allocations of resources to departments, through cooperative agreements for library resources, and through the continuing enhancement of resources provided to all students, such as computing. The degree-granting institution may provide additional resources when the student's enrollment is negotiated in advance.

## Summary and Conclusions



Part FOUR

Request for Reaccreditation

## PART FOUR

### SUMMARY AND REQUEST FOR REACCREDITATION

#### Summary

This self-study report describes the results of a comprehensive examination of the institution. This examination included the standards for satisfying the Criteria and the GIRs, as well as the institutional achievements, challenges, and plans for improving the two parts of IPFW's mission and vision that were chosen as Special Emphasis topics.

Part One examined and reported on responses to the last NCA self-study and visit report, on compliance with the Criteria for accreditation, and on satisfaction of the General Institutional Requirements. Part I also describes some of the linkages between the Criteria and the Special Emphasis topics. The information provided in these chapters, along with the supporting documents describing plans and accomplishments, demonstrates satisfaction of these standards.

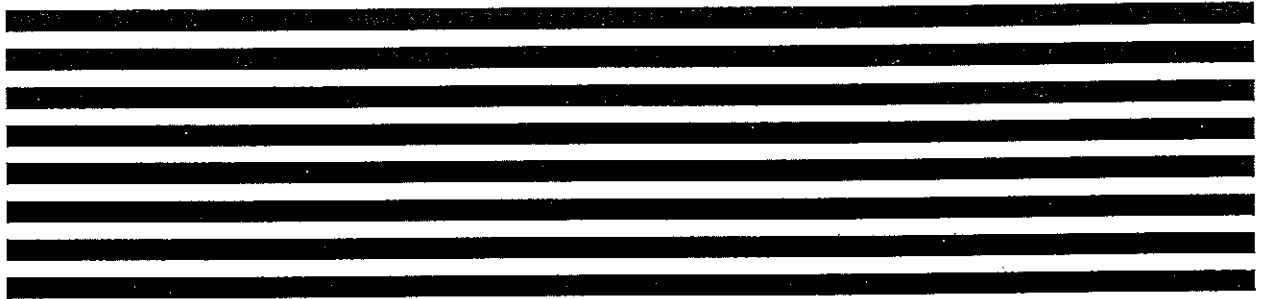
Part Two reported the results of examining the two Special Emphasis topics chosen by the institution. In each of these areas, findings from the self study are described, along with continuing challenges and plans for the future. The Re-engineering emphasis area clearly documents a set of achievements. The review has also helped to identify the next set of initiatives in this area. The Community Connections emphasis describes many of IPFW's current and planned linkages with the community and has identified opportunities for improvement.

Part Three of the self-study report includes three requests for institutional change. Two relate to the kinds of distance and off-site education that are clearly becoming common parts of the mission of public institutions throughout the states encompassed by North Central Association standards. In these requests, IPFW has described intended programs and demonstrated how past actions and current plans satisfy the various standards established by NCA. The third request for institutional change, somewhat less common, is that North Central recognize that IPFW (and other master's level institutions) cannot realistically limit doctoral-level offerings to five courses a year. In essentially all cases, master's level courses also apply to doctoral degrees. In addition, the decision about the applicability of courses to doctoral programs is made by the degree-granting institution. IPFW has proposed either simple removal of the stipulation or the creation of alternate language which might also apply to many other master's-level institutions.

#### Request for Renewal of Accreditation

With the submission of this self-study report, Indiana University - Purdue University Fort Wayne formally requests continuing accreditation by the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools and requests amendment of the Statement of Institutional Affiliation in the ways that have been described.

# Appendices



Self-Study Information

BID Forms

Federal Compliance

IPFW Management Agreement

IPFW Strategic Plan

## APPENDIX I. SELF STUDY INFORMATION

### APPENDIX I.A. STEERING COMMITTEE and SUBCOMMITTEE MEMBERSHIP

#### Steering Committee

Jack C. Dahl, Associate Vice Chancellor for Institutional Research and Planning, Chair and Self-Study Coordinator  
Frank L. Borelli, Vice Chancellor for Student Affairs  
Benjamin C. Christy, Dean of the School of Visual and Performing Arts, and Professor of Music  
Michael C. Downs, Speaker of the Indiana University Faculty, and Associate Professor of Political Science  
Susan B. Hannah, Vice Chancellor for Academic Affairs, and Professor of Political Science  
Julie Fellers Hook, Director of the General Studies program  
Valerie S. Matthews, Research Analyst in Institutional Research and Analysis, and Administrative Assistant to the Steering Committee  
James L. Silver, Speaker of the Purdue University Faculty, and Professor of Computer Science

#### Re-engineering Services to Students Committee

Frank L. Borelli, Vice Chancellor for Student Affairs, Chair  
Kevin M. Browne, Registrar  
William H. Bruening, Co-Chair of the Academic Advising Subcommittee, Acting Academic Advisor for the School of Arts and Sciences, and Professor of Philosophy  
Mark A. Franke, Assistant Comptroller, and Director of the Student Information System Project  
Nicholas Gray, student  
Carol B. Isaacs, Director of Admissions  
Doug Neitzel, Co-chair of the Academic Advising Subcommittee, and Director of Academic Counseling and Career Services  
Robert M. Zellers, Director of Financial Aid

#### Criteria Committee

Julie Fellers Hook, Director of the General Studies program, Chair  
Linda S. Balthaser, Assistant Dean of the School of Arts and Sciences  
J. Elaine Blakemore, Chair of the Department of Psychology, and Associate Professor of Psychology  
Jeanette R. Clausen, Assistant Vice Chancellor for Academic Affairs and Associate Professor of Germanic Languages  
Philip R. Grote, Comptroller  
Laura J. Herbrand, Associate Director of Academic Counseling and Career Services

Kate Love-Jacobsen, Student

David A. McCants, Associate Vice Chancellor for Academic Affairs and Professor of  
Communication

Mary J. Schoeler, Manager of User Support for Information Technology Services

Yvonne M. Zubovic, Associate Professor of Mathematical Sciences

#### **Community Partnerships Committee**

Benjamin C. Christy, Dean of the School of Visual and Performing Arts, and Professor of  
Music, Chair

Walter L. Bowman, Director of Athletics

Michael C. Downs, Speaker of the Indiana University Faculty, and Associate Professor of  
Political Science

Brenda H. Groff, Director of Student Services for the School of Engineering, Technology,  
and Computer Science

Elizabeth A. Kehoe, Communication Specialist in the Office of University Relations and  
Communications

William G. Ludwin, Assistant Dean, Director, and Professor of Public and Environmental  
Affairs

James S. Moore, Associate Dean of the School of Business and Management Sciences,  
and Associate Professor of Management and Marketing

Joe D. Nichols, Assistant Professor of Education

Michael A. Stockstill, Executive Director of Continuing Education

Barbara A. Stonestreet, Assistant to the Dean, School of Health Sciences

## APPENDIX I.B. AGREEMENT DESCRIBING IPFW'S SPECIAL EMPHASIS SELF STUDY

Agreement between  
The Commission on Institutions of Higher Education  
Of the North Central Association of Colleges and Schools  
And  
Indiana University-Purdue University Fort Wayne  
Concerning

### THE SPECIAL EMPHASES SELF-STUDY OPTION

Leading up to  
The Commission's November 2000 Comprehensive Evaluation  
Of Indiana University-Purdue University Fort Wayne

#### **Purpose**

A "special emphases" self-study is an option for accredited, established, well-functioning institutions that are willing to commit serious attention to a select group of critical issues in order to contribute to institutional improvement and educational excellence.

#### **Qualifications**

In 1969, Indiana University at Fort Wayne and Purdue University at Fort Wayne were granted accreditation status. Prior to that time they 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) and the accreditation status was transferred to the new legal entity. IPFW has enjoyed two decennial evaluations in 1980 and 1990.

In December of 1976 The Boards of Trustees of Indiana University and Purdue University approved a six-point unification plan relative to the campuses of Indiana University and Purdue University in Fort Wayne, Indiana. Annual reports concerning the degree of cooperation between Purdue University-Fort Wayne campus and Indiana University at Fort Wayne were accepted by the Commission. In 1995 the Commission accepted the assessment plan of IPFW.

The last comprehensive visit was in 1989. In July 1998, IPFW requested a delay in the scheduling of the comprehensive review due to several key resignations. The Commission approved and scheduled the next comprehensive visit for November 13-15, 2000.

#### **Institutional Overview: Criteria for Accreditation and General Institutional Requirements**

IPFW will prepare a report on the self-study process that will include an institutional overview and the development of the special emphases.

One part of the self-study will examine, evaluate, and summarize the institution's evidence that it continues to meet the NCA Criteria for Accreditation and the General Institutional Requirements (GIRs). This part will also provide references to University documents and reports, available to a visiting committee, for additional information and data to support claims of process effectiveness and appropriate monitoring for quality. Information gained from the Special Emphasis studies that is relevant to demonstrating that IPFW meets the NCA Criteria and continuously attempts to improve upon its performance in meeting them should also be included in this first part.

### **The Special Emphasis Areas**

The Special Emphasis approach to the self-study for the renewal of the accreditation of Indiana University-Purdue University Fort Wayne has the approval of the Chancellor, Michael A. Wartell. This approach has been discussed widely on the campus, with faculty leadership, the deans, and others and has gained wide acceptance. These discussions included consideration of a wide variety of topics and concluded with the identification of two topics: **“re-engineering of services to students”** and **“connections with the community.”** Subsequent discussions confirmed these topics as (a) among the areas of highest priority to the campus, (b) areas which could benefit from an examination of recent initiatives and identification of strategic directions, and (c) areas in which the peer review process is likely to help the institution “move to the next level” in the quality of its efforts and accomplishments.

The self-study committee charged with studying “Re-engineering Services to Students” will include a student member and the directors of the enrollment services units, which include the admissions office, financial aid office, registrar's office, and bursar's office. The co-chairs of the campus academic advising committee will also serve on the committee. The committee chair will be the Vice Chancellor for Student Affairs. The committee will focus on enrollment services provided to students and will approach the self study from three perspectives - where we were, where we are now, and where we expect to be. Activities will include a survey of students, past and present; an analysis of past and present services provided; a review of the data from the Student Satisfaction Inventories conducted in 1994 and 1998, which included enrollment services topics; and a projection of how these services will evolve in the future.

The self-study committee charged with studying “Connections with the Community” will be chaired by the Dean of the School of Fine and Performing Arts and will include the Director of University Relations, representatives of the several academic schools and divisions, the Director of Athletics, and the Director of Continuing Education. The committee plans to identify current activities through a campus survey and then categorize and evaluate the effectiveness of these initiatives. The committee's evaluation will be guided by the experience of other universities which have undertaken similar initiatives in recent years and will conclude with recommendations for improving linkages between the campus and the region.

## The Self-Study Plan with Areas of Emphasis

### Part One

#### Introduction

#### Chapter I

Context of the self study

Summary of accreditation history

Purposes of the report and intended audiences

Review of the organization of the report

Overview of the major institutional changes in the last ten years

Responses to the last comprehensive visit

#### Chapter II

General Institutional Requirements

#### Chapter III

The Criteria for continued accreditation

#### Chapter IV

The Special Emphases as related to the GIRs and the Criteria.

The NCA self-study report will confirm the Institution's commitment to take action on the findings and recommendations that emerge in the self-study. The institution shall report its initial actions with the visiting team and be prepared to consider additional recommendations made by the team members.

### Part Two

#### Chapter I

Re-engineering of Services to Students

#### Chapter II

Connections with the Community

### Part Three

#### Requests for Institutional Change

Approval for Distance Education in the region

Approval for Second Degree Site (Warsaw)

Removal of the Stipulation about Doctoral courses

IPFW will provide an analysis for institutional change as outlined in Chapter 12 of the Handbook of Accreditation. The institution will also address the guidelines for distance education in the same Handbook, pp. 170 f.

### Part Four

#### Summary

Conclusion with strengths, challenges and recommendations

Request for continued accreditation

**The NCA Consultant-Evaluator (C-E) Team**

The team selected for the comprehensive November visit to Indiana University-Purdue University Fort Wayne should be informed of the special emphases and prepared to evaluate these areas of services to students and community connections. In addition, they will be chosen for expertise in the areas of the requests for change, distance education, new site, and doctoral level instruction.

**The foregoing agreement accurately states the understanding of the Commission and Indiana University-Purdue University Fort Wayne concerning the University's 2000 Comprehensive Evaluation for continued accreditation.**

\_\_\_\_\_/signed/\_\_\_\_\_  
Steven D. Crow, Executive Director  
North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education

11/15/99

date

\_\_\_\_\_/signed/\_\_\_\_\_  
Michael A. Wartell, Chancellor  
Indiana University-Purdue University Fort Wayne

11/18/99

date

**Commission Staff Liaison**

Karen Kietzman  
Associate Director, Commission on Institutions of Higher Education  
North Central Association of Colleges and Schools  
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**APPENDIX II: BASIC INSTITUTIONAL DATA FORMS**

**BASIC INSTITUTIONAL DATA FORMS**

(Edition 7)

The attached Basic Institutional Data Forms are designed to provide the evaluation team scheduled to visit your campus with useful statistical information. They should be completed and submitted with your Self-Study Report to the Commission and the evaluation team (see page 78 and 151 of *Handbook of Accreditation, Second Edition*).

Institutions submitting reports for comprehensive evaluations should complete all the Forms; institutions submitting reports for focused evaluations will be asked to complete and submit specific portions of the Basic Institutional Data Forms that are helpful in evaluating the areas of focus. Please contact your Commission staff person if you have any questions concerning these Forms.

- Comparable data may be substituted for that specified in the Forms; provide notes explaining the data provided.
- If a particular form is not applicable to your institution, please indicate with "N.A."
- SUBMIT COPIES OF THE TWO MOST RECENT FINANCIAL AUDITS. (These revised BID's no longer contain financial schedules.)
- Information is generally requested for the current academic year (the year your institutional Self-Study Report is to be completed for submission to the Commission) and for the previous two years. To assure the accuracy and currency of data, feel free to establish different reporting periods among the Forms (the enrollment data might reflect the fall of the current academic year while the learning resources data might come from an annual summary of the previous academic year).
- It is imperative that the information reported in these forms agree with the data provided in the Self-Study Report and accompanying documents.

We know that these Forms can be awkward for institutions to use, and some of the questions may seem dated. We are in the process of revising the Basic Institutional Data Forms to bring them into conformity with developing standards of data collection at the national level, and we hope that the results of this project will be available in 2001 or before. We continue to value your thoughts and observations about data collection and how to make the Forms more useful for the Commission and for institutions.

October, 1999.

**North Central Association of Colleges and Schools**  
**Commission on Institutions of Higher Education**  
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504  
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**Basic Institutional Data Forms**

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Prepare separate reports for each campus. Please add  
attachments and additional sheets wherever necessary.

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Edition 7

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**Basic Institutional Data Form A**

**ENROLLMENT TRENDS**

**DEFINITIONS**

**I. Undergraduate.** This classification includes students enrolled in:

- A. Bachelor's degree programs.
- B. Associate degree programs.
- C. Programs leading to one-, two- or three-year certificates or diplomas.
- D. Clearly numbered undergraduate courses taken without a specific credential as the goal.

**Graduate.** This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.

**II. Professional.** This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.

**III. Full-Time.** Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.

**IV. Part-Time.** Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.

**IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART-TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.**

**VI. Other.** Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

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**Basic Institutional Data Form A**

**PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)**

**Opening Fall Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

	Two Years Prior	One Year Prior	Current Year
<b>UNDERGRADUATE</b>	1997 -98	1998 - 99	1999 - 2000
Freshman - Degree oriented (Definition I-A&B)	2,474	2,663	2,789
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)	17	17	16
Sophomore - Degree oriented (Definition I-A & B)	1,134	1,093	1,087
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior	657	670	692
Senior	552	585	576
<b>TOTAL UNDERGRADUATE</b>	<b>4,834</b>	<b>5,028</b>	<b>5,160</b>
<b>GRADUATE</b>			
Master's	45	65	53
Specialist			
Doctoral			
<b>TOTAL GRADUATE</b>	<b>45</b>	<b>65</b>	<b>53</b>
<b>PROFESSIONAL (by degree)</b>			
<b>TOTAL PROFESSIONAL</b>			
<b>OTHER</b>			
<b>TOTAL ALL LEVELS</b>	<b>4,879</b>	<b>5,093</b>	<b>5,213</b>

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**Basic Institutional Data Form A**

**PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)**

**Opening Fall Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

	Two Years Prior	One Year Prior	Current Year
<b>UNDERGRADUATE</b>	1997 - 98	1998 - 99	1999 - 2000
Freshman - Degree oriented (Definition I-A&B)	1,858	1,860	1,807
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)	291	261	272
Sophomore - Degree oriented (Definition I-A & B)	1,188	1,124	1,020
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior	612	599	603
Senior	1,032	933	871
<b>TOTAL UNDERGRADUATE</b>	<b>4,981</b>	<b>4,777</b>	<b>4,573</b>
<b>GRADUATE</b>			
Master's	809	783	770
Specialist			
Doctoral			
<b>TOTAL GRADUATE</b>	<b>809</b>	<b>783</b>	<b>770</b>
<b>PROFESSIONAL (by degree)</b>			
<b>TOTAL PROFESSIONAL</b>			
<b>OTHER</b>			
<b>TOTAL ALL LEVELS</b>	<b>5,790</b>	<b>5,560</b>	<b>5,343</b>

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**Basic Institutional Data Form A**

**PART 3 - FULL-TIME EQUIVALENT ENROLLMENT**

**Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne  
Formula used to compute FTE: Undergraduate: Total credit hours / 15  
Graduate: Total credit hours / 12

	Two Years Prior	One Year Prior	Current Year
	1997 - 98	1998 - 99	1999-2000
UNDERGRADUATE - (see definitions I.A thru D)	6,115.1	6,251.0	6320.7
GRADUATE - (see definition II)	316.1	317.0	327.5
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)			
<b>TOTAL</b>	<b>6,431</b>	<b>6,568</b>	<b>6,648</b>

**PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS**

	Two Years Prior	One Year Prior	Current Year
	1996 - 97	1997 - 98	1998 - 1999
TOTAL UNDERGRADUATE			
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	8,577	8,940	8,454
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)			
TOTAL OTHER			
<b>TOTAL</b>	<b>8,577</b>	<b>8,940</b>	<b>8,454</b>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form B**

**PART 1 - STUDENT ADMISSIONS**

**Opening Fall Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

Open Admissions Institution: No.

	Two Years Prior	One Year Prior	Current Year
<b>FRESHMAN</b>	1997-98	1998-99	1999-00
Number of applicants with complete credentials for admission to the freshman class	2,167	2,269	2,285
Number of applicants accepted	2,082	2,155	2,186
Number of freshman applicants actually enrolled	1,479	1,619	1,607
<b>TRANSFER</b>			
Number of applicants with complete credentials for admission with advanced standing (transfer)	893	948	992
Number of advanced-standing undergraduate applicants accepted	893	948	992
Number of advanced-standing undergraduate applicants actually enrolled	638	697	738
<b>MASTER'S</b>			
Number of applicants with complete credentials for admission to master's programs	314	245	285
Number of applicants accepted for master's programs	299	237	267
Number of applicants actually enrolled in master's programs	251	206	215
<b>SPECIALIST</b>			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

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**Basic Institutional Data Form B - Part 1 Continued**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

	Two Years Prior	One Year Prior	Current Year
<b>DOCTORAL</b>	19 -	19 -	19 -
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

		Two Years Prior	One Year Prior	Current Year
<b>PROFESSIONAL</b>	<b>Report by degrees</b>	19 -	19 -	19 -
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

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**Basic Institutional Data Form B  
Part 2 - ABILITY MEASURES OF FRESHMAN**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

Specify quarter/semester reported: Fall, 1999

Are scores used or routinely collected: Yes

A. Class ranking of entering freshman	
Percent in top 10% of high school class	7.2 %
Percent in top 25% of high school class	22.7 %
Percent in top 50% of high school class	53.0 %
Percent in top 75% of high school class	82.9 %

B. SAT scores for entering freshman	Verbal	Math
	Class average SAT score	473
Percent scoring above 500	36 %	38 %
Percent scoring above 600	8 %	10 %
Percent scoring above 700	1 %	1 %

C. Mean ACT scores for entering freshman	
Composite	20
Mathematics	20
English	19
Natural Sciences	21
Reading	20

D. Other tests used for admission or placement	
Test name	
Mean or Composite	
Range	

**Basic Institutional Data Form B**

**Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS  
(Report for last full academic year)**

- A. **Graduate Record Examination: Verbal: 469 Quantitative: 581 Analytical: 556**  
(for total Graduate School excluding professional schools)
- B. **Miller Analogies Test: Not Applicable**  
(for total Graduate School excluding professional schools)
- C. **On a separate sheet, indicate other test data used for admission to professional programs. Not Applicable**

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form B**  
**Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID**  
*(Report for last full fiscal year)*

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	\$ 3,241,153	1,847
	Loans	\$ 12,646,484	4,508
	Employment	\$ 196,787	161
STATE	Grants and Scholarships	\$ 2,046,738	1,367
	Loans		
INSTITUTIONAL	Grants and Scholarships	\$ 1,268,715	1,048
	Loans		
	Employment		
FROM OTHER SOURCES	Grants and Scholarships	\$ 1,150,424	608
	Loans		
Unduplicated number of undergraduate students aided			4,793
Number of students receiving institutional athletic assistance			125
Percentage of institutional aid for athletic assistance			21%

**Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID**  
*(Report for last full fiscal year)*

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Fellowships	\$ 1,500	1
	Loans	\$ 547,982	129
	Employment	\$ 2,237	2
STATE	Grants and Fellowships	\$ 3,669	3
	Loans		
INSTITUTIONAL	Grants, Fellowships, Asst.	\$ 131,734	83
	Loans		
	Employment		
FROM OTHER SOURCES	Grants, Fellowships, Asst.	\$ 67,673	98
	Loans		
Unduplicated number of graduate students aided			244

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form C**  
**Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

Specify quarter/semester reported: Fall, 1999

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor	50	6	48	0	0	7	1	0	0	12	41	3
Associate Professor	102	49	139	2	1	8	1	0	1	75	71	4
Assistant Professor	51	45	78	4	6	7	1	0	19	52	23	2
Instructor	11	19	26	2	0	2	0	0	2	20	8	0
Teaching Assistants & other teaching personnel	0	0										
Research staff & Research Assistants	0	0										
Undesignated rank	0	0										
Number of instructional staff added for current academic year	19	18	27	4	3	3	0	0				
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	16	17	29	2	1	1	0	0				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form C**

**Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne  
 Specify quarter/semester reported: Fall, 1999

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Cert. or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor	0	0	0	6	0	50
Associate Professor	0	0	0	34	0	117
Assistant Professor	0	0	7	25	0	64
Instructor	0	1	2	24	0	3
Teaching Assists. & other tchg peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year	0	0	1	16	0	20
Number of instructional staff employed in previous academic year, but not reemployed for current year	0	0	0	14	0	19

**Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY**

	MEAN	RANGE	
		High	Low
Professor	62,826	94,000	39,210
Associate Professor	48,875	78,845	38,290
Assistant Professor	42,157	70,300	26,000
Instructor	33,455	57,000	22,000
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form C**  
**Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

Specify quarter/semester reported: Fall, 1999

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel	13	23	30	0	0	6	0	0				
Research staff & Research Assistants												
Undesignated rank	145	164	291	2	2	8	3	3				
Number of instructional staff added for current academic year	48	62	102	2	0	3	1	2				
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	40	53	90	2	0	1	0	0				

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**Basic Institutional Data Form C**

**Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Indiana University - Purdue University  
Specify quarter/semester reported: Fall, 199

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assts. & other tchg peers	0	0	33	2	0	1
Research staff & Research Assists.						
Undesignated rank	3	10	74	175	0	47
Number of instructional staff added for current academic year	1	2	27	64	0	16
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	4	0	24	47	0	18

**Part 2 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY**

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.	2,965	5,250	1,750
Research staff and Research Assistants			
Undesignated Rank	2,499	7,493	300

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**Basic Institutional Data Form D**

**LIBRARY/LEARNING RESOURCE CENTER**

*Report for current year and previous two years - Estimate if necessary (identify estimates)*

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

Do you have specialized libraries not included in this data: Yes: Audiology and Speech Sciences, Multicultural Services, Curriculum Laboratory in the School of Education.

	Two Years Prior	One Year Prior	Current Year
	1996-97	1997-98	1998-99
<b>A. USE AND SERVICE</b>			
Total use of the collection (number of books or other materials circulated annually)	92,363	78,724	72,431
Total circulation to students	50,465	43,743	est. 40,000
Per capita student use (circulation to students divided by the number of enrolled students)	4.8	4.1	est. 3.8
Total circulation to faculty	5,504	5,693	est. 5,700
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	14.2	15.0	est. 15.2
<b>Total circulation to Community Users</b>	5,571	5,229	est. 5,000
Number of items borrowed from other libraries via interlibrary loan	18,805	17,806	13,358
Number of items lent to other libraries via interlibrary loan	5,588	4,837	4,248
Hours open per week	90	90	90
On-line electronic database searches (usually mediated by library staff)	n.a.	n.a.	n.a.
Total Library staff presentations to groups/classes	76	43	51
Tours and one-time presentations	self-guided	self-guided	self-guided
Hands-on instruction for using electronic databases	76	43	51
Hands-on instruction for Internet searching	n.a.	n.a.	n.a.
Semester-length bibliographical instruction	n.a.	n.a.	n.a.
<b>B. COLLECTIONS</b>			
Total number of different titles in collection	962,098	985,951	1,006,470
Books and other printed materials	240,130	243,414	250,546
Print serials/periodicals (bound volumes)	70,940	73,114	74,383
Electronic serials/periodicals	n.a.	n.a.	n.a.
Other electronic materials (except serials/periodicals)	n.a.	n.a.	n.a.
Microforms	501,698	514,268	523,475

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**Basic Institutional Data Form D**

**LIBRARY/LEARNING RESOURCE CENTER (continued)**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

	Two Years Prior	One Year Prior	Current Year
	1996-97	1997-98	1998-99
<b>B. COLLECTIONS (Continued)</b>			
Non-print materials (e.g. films, tapes, CDs, and slides)	est. 40,000	est. 42,000	43,764
Government documents not reported elsewhere	106,470	110,313	112,170
Computer software	n.a.	n.a.	n.a.
Number of subscribed/purchased electronic on-line databases	20	26	30
Number of CD-ROM databases available for searches by students	251	232	364
Number of subscriptions to scholarly journals	2,589	2,584	1,738
<b>C. STAFF (1 FTE Staff = 35-40 hours per week)</b>			
Number of FTE professional staff	9	9	11
Number of FTE non-professional staff	13.5	13.5	13.5
Number of FTE student staff	4.7	6.5	5.8
Number of other FTE staff (volunteers)	.3	.3	.3
<b>D. FACILITIES</b>			
Seating ratio (number of seats divided by student headcount)	0.72	0.71	0.57
Number of publicly accessible computers	44	44	44
Estimated linear shelving space remaining for expansion	0	0	0
Estimated linear feet of materials stored off-site	0	0	0
<b>E. EXPENDITURES</b>			
<b>For staff (exclude fringe benefits):</b>			
Total professional staff salaries	328,239	345,880	413,848
Total non-professional staff salaries	265,821	265,268	285,121
Total student staff salaries	47,677	56,466	62,934
<b>For collection</b>			
Books/other printed materials	93,125	126,907	153,904
Print serials/periodicals	301,937	325,659	350,701
Microforms	10,256	18,194	43,620
Non-print materials (e.g., films, tapes, CDs)	229	8,342	4,641
Government documents not reported elsewhere	n.a.	n.a.	n.a.
Computer software	n.a.	n.a.	n.a.

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Edition 7

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**Basic Institutional Data Form D**

**LIBRARY/LEARNING RESOURCE CENTER (continued)**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

	Two Years Prior	One Year Prior	Current Year
	1996-97	1997-98	1998-99
<b>E. EXPENDITURES (Continued)</b>			
Access and other services (databases)	96,857	62,609	41,601
Interlibrary loan	11,353	17,070	11,562
On-line database searches	5,884	7,597	4,189
Network membership (INCOLSA)	50	50	50
Binding, preservation, and restoration	16,821	17,381	16,789
Production of materials (on- or off-site)	n.a.	n.a.	n.a.
Other equipment and furniture purchase/replacement	34,872	57,594	67,425
Other operating expenses (excluding capital outlay)	52,675	56,324	35,354
<b>Total library expenses</b>	<b>1,265,796</b>	<b>1,365,341</b>	<b>1,491,739</b>

<b>F. OTHER</b>	YES	NO
<b>Output measures</b>		
Does the library attempt to measure/record patron visits to the library?	Yes	
Does the library attempt to measure/record reference questions answered?	Yes	
Does the library attempt to measure/record user satisfaction?	Yes	
Does the library attempt to measure/record in-library use of other resources?	Yes	
<b>Agreements and policies:</b>		
Are there formal, written agreements to share library resources with other institutions?	Yes	
Are there formal, written consortium agreements for statewide or regional use of library materials?	Yes	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	Yes	

Notes: Database figures reflect impact of Inspire project (state-funded databases) and Shared Access Project.  
User survey conducted Spring, 1999.

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**Basic Institutional Data Form E  
INSTITUTIONAL COMPUTING RESOURCES**  
Report for Current Academic Year

Name of institution/site reported: Indiana University - Purdue University Fort Wayne

WorldWideWeb (WWW) URL address: www.ipfw.edu

A. ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	YES	NO
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?	X	
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?	X	
Institutional policies that include administrative computing issues?	X	
Institutional policies that include academic computing issues?	X	
<b>B. FACILITIES</b>		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?	Not Applicable	

Number of non-networked computer labs: 10 (est.) Total number of stations: 50 (est.)

Number of networked labs: 29 Total number of stations: 580

Type of access?

Wired through network: X Wired Ports: X Remote dial-up access: X

Personal computers: X Internet: X Slip/ppp connection to WWW: X

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Edition 7

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**Basic Institutional Data Form E - Continued**

**C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)**

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	X	X	X	X	X	X	X
College Catalog	X	X	X	X	X	X	X
Class Schedule	X	X	X	X	X	X	X
Financial Aid	X	X	X	X		X	X
On-line registration	X	X	X	X		X	X
Student Academic Record	X	X	X	X		X	X

E-mail: Intra-institution?  Yes      Inter-institution?  Yes

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices? [Yes, unless declined]	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institution's library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?		X
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?		X
If YES, is off-campus access available by the academic network?		X
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?		
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution?  Yes      Inter-institution?  Yes

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**Basic Institutional Data Form E - Continued**

**E. SUPPORT and TRAINING**

Number of FTE technical staff? 10\*      Number of programmers? 8  
 Number of FTE training staff? 2      Integrated with Human Resources unit: No  
 Name and Title of designated educational specialist? Pamela Zepp

\*Note: Additional technical staff are employed by various academic units.

**F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year) [Central budgets only]**

Total Annual Academic Outlay, Operating Funds: \$ 293,580  
 Total Annual Administrative Outlay, Operating Funds: \$ 1,408,226  
 Capital funds available: Academic \$ 1,552,100  
 Capital funds available: Administrative \$ 581,800  
 Amount of grants/restricted purpose funds available: Variable  
 Technology fee assessed? Yes

If YES, amount per academic year: \$ 4.50 per credit hour

Note: Excludes departmental funds that may be allocated for computing equipment.

<b>G. EVALUATION</b>	<b>YES</b>	<b>NO</b>
Formal system of evaluation by students of academic computing?	X	
Formal system of evaluation by students of administrative computing?	X	
Formal system of evaluation by faculty of academic computing?	X	
Formal system of evaluation by faculty of administrative computing?	X	
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	X	
Results of evaluation linked to institutional planning and budgeting processes?	X	

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**Basic Institutional Data Form F  
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS  
Previous Three Years**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1996 - 1997	1997 - 1998	1998 - 1999
SCHOOL OF ARTS AND SCIENCES				
Department of Audiology and Speech Sciences				
B.S.-Speech and Hearing Therapy		17	6	9
Department of Biology				
A.A.	Biology	n.a.	1	2
B.S.	Biology	27	19	17
	Biology Teaching	0	0	0
	Medical Technology	0	1	0
M.S.	Biological Science	7	4	6
Department of Chemistry				
A.S.	Chemical Methods	0	0	7
	Chemistry	1	1	3
B.S.	Chemistry	5	4	3
	Chemistry Teaching	0	0	0
B.S. in Chemistry		3	0	2
M.S.	Chemistry	0	0	0
Department of Communication				
B.A.	Interpersonal and Organizational Communication	2	3	11
	Interpersonal and Public Communication	4	5	6
	Media and Public Communication	0	1	7
	Radio and Television	6	3	4

**Basic Institutional Data Form F**  
**CERTIFICATE DIPLOMA AND DEGREE PROGRAMS**  
**Previous Three Years (continued)**

1996-97      1997-98      1998-99

	Radio and Television Concentration	2	4	1
	Speech Communication Teaching	0	1	0
M.A.	Professional Communication Studies	6	8	13
M.S.	Professional Communication Studies	0	0	1
Department of English and Linguistics				
A.A.	English	n.a.	0	0
B.A.	English	10	17	15
M.A.	English	2	5	3
M.A.T.	English	1	4	3
Department of Geosciences				
B.A.	Geology	0	0	1
B.S.	Geology	0	3	0
Department of History				
A.A.	History	n.a.	0	0
B.A.	History	6	6	9
Interdisciplinary Studies Area				
	Certificate in American Studies	1	0	0
	Certificate in Ethnic and Cultural Studies	0	0	0
	Certificate in Gerontology	2	3	4
	Certificate in International Affairs	1	0	0
	Certificate in Peace and Conflict Studies	3	0	3
	Certificate in Urban Studies	0	0	0
B.A.	Individualized Major	0	0	2
B.S.	General Science	0	1	0
	General Science Teaching	1	0	0
	Master of Liberal Studies	3	4	7
Department of Mathematical Sciences				
A.A.	Mathematics	n.a.	0	0

**Basic Institutional Data Form F**  
**CERTIFICATE DIPLOMA AND DEGREE PROGRAMS**  
**Previous Three Years (continued)**

		1996-97	1997-98	1998-99
B.A.	Computer Science	0	0	2
B.S.	Mathematics	4	4	6
	Mathematics Teaching	8	5	10
M.S.	Applied Mathematics/ Operations Research	2	0	3
	Mathematical Sciences	4	2	0
Department of Modern Foreign Languages				
A.A.	French	n.a.	0	1
	German	n.a.	0	0
	Spanish	n.a.	0	0
B.A.	French	1	1	1
	German	0	0	0
	Spanish	4	3	6
Department of Philosophy				
B.A.	Philosophy	0	2	4
Department of Physics				
B.S.	Physics	1	3	2
	Physics Teaching	0	0	0
Department of Political Science				
A.A.	Political Science	n.a.	0	0
B.A.	Economics	0	2	1
	Political Science	11	7	13
Department of Psychology				
A.A.	Psychology	n.a.	1	4
B.A.	Psychology	43	37	34
Department of Sociology and Anthropology				
	Certificate in Native American Studies	0	0	0
	Bachelor of Arts	7	9	8
	Anthropology	10	8	5
	Sociology	10	8	5
Women's Studies Program				
A.A.	Women's Studies	n.a.	0	0
B.A.	Women's Studies	0	0	0
<b>TOTAL ARTS AND SCIENCES</b>		<b>205</b>	<b>188</b>	<b>239</b>

**Basic Institutional Data Form F**  
**CERTIFICATE DIPLOMA AND DEGREE PROGRAMS**  
**Previous Three Years (continued)**

1996-97

1997-98

1998-99

		1996-97	1997-98	1998-99
<b>SCHOOL OF BUSINESS AND MANAGEMENT SCIENCES</b>				
Department of Accounting and Finance				
B.S. in Business	Accounting	43	55	61
	Finance	20	17	18
Post-baccalaureate Certificate in Accounting		8	3	7
Business and Management Sciences				
M.B.A.		40	40	51
Department of Economics				
B.S. in Business	Business Economics	5	2	5
Department of Management and Marketing				
A.S. in Applied Business Studies	Distribution and Marketing	12	n.a.	n.a.
A.S. in Business	Business Administration	0	8	21
	Distribution and Marketing	0	9	6
B.S. in Business	Management and Administration	16	17	26
	Marketing	17	15	31
<b>TOTAL BUSINESS AND MANAGEMENT SCIENCES</b>		<b>161</b>	<b>166</b>	<b>226</b>
<b>DIVISION OF CONTINUING STUDIES</b>				
General Studies Program				
Associate of General Studies		41	41	48
Bachelor of General Studies		54	65	72
Labor Studies Program				
Certificate in Labor Studies		1	4	1
A. S. in Labor Studies		0	1	0
B.S. in Labor Studies		0	0	0

**Basic Institutional Data Form F**  
**CERTIFICATE DIPLOMA AND DEGREE PROGRAMS**  
**Previous Three Years (continued)**

		1996-97	1997-98	1998-99	
<b>TOTAL DIVISION OF CONTINUING STUDIES</b>		96	111	121	
<b>SCHOOL OF EDUCATION</b>					
A.S. in Early Childhood Education		18	11	10	
B.S. in Education	Dental Health Education	1	5	1	
	Earth-Space Science Ed.	0	0	0	
	Elementary Education	75	95	86	
	English Education	5	10	7	
	French Education	0	0	0	
	General Science Ed.	4	8	2	
	German Education	0	1	0	
	Secondary Education	0	0	0	
	Social Studies Education	18	13	12	
	Spanish Education	0	0	0	
	M.S. in Education	Counseling	27	16	18
		Elementary Education	37	37	33
		School Administration	27	30	19
Secondary Education		25	28	30	
<b>TOTAL SCHOOL OF EDUCATION</b>		<b>237</b>	<b>254</b>	<b>218</b>	
<b>SCHOOL OF ENGINEERING, TECHNOLOGY, AND COMPUTER SCIENCE</b>					
Department of Civil and Architectural Engineering Technology					
A.S.	Architectural Engineering Technology	14	8	13	
	Civil Engineering Technology	5	11	7	
	Interior Design	12	16	8	
B.S.	Construction Engineering Technology	14	14	10	

**Basic Institutional Data Form F**  
**CERTIFICATE DIPLOMA AND DEGREE PROGRAMS**  
**Previous Three Years (continued)**

1996-97

1997-98

1998-99

		1996-97	1997-98	1998-99
Department of Computer Science				
	Certificate in Computer Architecture	0	0	0
	Certificate in Data Processing	2	2	0
	Certificate in Database Systems	3	3	1
	Certificate in Programming	10	4	6
	Certificate in Software Engineering	0	1	3
A.S.	Computer Science	17	14	10
	Information Systems	5	9	9
B.S.	Computer Science	10	13	14
	Information Systems	8	9	10
M.S.	Applied Computer Science	0	0	3
Department of Electrical and Computer Engineering Technology				
	Certificate in Advanced Microprocessors	3	6	4
	Certificate in Computer Controlled Systems	0	0	2
	Certificate in Electronic Communications	1	3	11
	Certificate in Power Electronic Systems	0	0	0
A.S.	Electrical Engineering Technology	21	20	17
B.S.	Electrical Engineering Technology	18	19	23
	Post-Baccalaureate Certificate in Electrical Engineering Technology	0	0	n.a.
Department of Engineering				
	B.S. in Engineering			
	Electrical Engineering	0	0	0
	General Engineering	0	1	0

**Basic Institutional Data Form F**  
**CERTIFICATE DIPLOMA AND DEGREE PROGRAMS**  
**Previous Three Years (continued)**

		1996-97	1997-98	1998-99
	Mechanical Engineering	0	0	0
B.S. in Electrical Engineering		19	13	10
B.S. in Mechanical Engineering		12	13	16
M.S.	Engineering	0	0	0
M.S. in Engineering		0	1	0
Department of Manufacturing Technology				
	Certificate in Computer-Aided Drafting	1	3	2
	Certificate in Drafting	7	0	1
	Certificate in Quality A.S.	5	10	5
	Computer-Integrated Manufacturing Technology	2	0	1
	Industrial Engineering Technology	4	5	7
	Mechanical Drafting Design Technology	1	0	1
	Mechanical Engineering Technology	19	32	16
B.S.	Computer-Integrated Manufacturing Technology	0	0	n.a.
	Industrial Engineering Technology	4	2	2
	Mechanical Engineering Technology	19	32	31
<b>TOTAL ENGINEERING, TECHNOLOGY AND COMPUTER SCIENCE</b>		<b>236</b>	<b>264</b>	<b>243</b>
SCHOOL OF FINE AND PERFORMING ARTS				
Department of Fine Arts				
	A.S. in Commercial Art	4	11	4
	B.A.-Fine Arts	1	1	1
	Bachelor of Fine Arts	0	2	1
	Computer Art			

**Basic Institutional Data Form F**  
**CERTIFICATE DIPLOMA AND DEGREE PROGRAMS**  
**Previous Three Years (continued)**

		1996-97	1997-98	1998-99
	Crafts	2	5	2
	Drawing	1	0	0
	Graphic Design	1	8	13
	Painting	3	1	1
	Photography	1	0	0
	Printmaking	0	1	1
	Sculpture	0	0	0
Department of Music				
	Certificate in Music Pedagogy	0	0	0
	Bachelor of Music			
	Orchestral Instrument	0	0	0
	Piano	0	0	1
	Piano Accompanying	n.a.	n.a.	0
	Voice	0	0	1
	Bachelor of Music Education			
	Choral Teaching	1	3	2
	Instrumental Teaching	1	2	1
	Teaching Area	0	0	0
	B.S. in Music and an Outside Field	0	4	2
	Bachelor of Science in Music Therapy	1	3	2
Department of Theatre				
	Bachelor of Arts			
	Theatre	4	7	6
	Theatre Teaching	0	0	1
<b>TOTAL FINE AND PERFORMING ARTS</b>		<b>20</b>	<b>48</b>	<b>39</b>
SCHOOL OF HEALTH SCIENCES				
Department of Consumer and Family Sciences				
	A.S.			
	Hotel, Restaurant, and Tourism Management	4	7	7
Department of Dental Education				
	Certificate in Dental Assisting	18	14	14
	A.S. in Dental Hygiene	19	24	22

**Basic Institutional Data Form F**  
**CERTIFICATE DIPLOMA AND DEGREE PROGRAMS**  
**Previous Three Years (continued)**

		1996-97	1997-98	1998-99
A.S. in Dental Laboratory Technology		6	8	9
Health Information Technology Program				
A.S. in Health Information Technology		16	3	12
Health Sciences Programs				
A.S. in Radiography		12	9	10
B.S. in Medical Technology		0	0	2
Department of Human Services				
Certificate in Activity Therapies		2	1	0
Certificate in Social Service		4	4	1
Certificate in Substance Abuse Services		2	12	4
A.S.	Human Services	14	16	14
Department of Nursing				
Certificate in Critical Care Nursing		0	2	0
A.S.	Nursing	121	97	84
B.S.	Nursing	18	31	24
M.S.	Nursing Administration	0	0	2
<b>TOTAL HEALTH SCIENCES</b>		<b>236</b>	<b>228</b>	<b>205</b>
<b>DIVISION OF ORGANIZATIONAL LEADERSHIP AND SUPERVISION.</b>				
Certificate in Supervisory Leadership		11	8	11
A.S.	Operations Technology	1	1	1
	Organizational Leadership and Supervision	69	72	62
	OLS-Office Administration	3	6	6

B.S.	Personnel	11	5	2
	Organizational Leadership and Supervision	61	59	51
<b>TOTAL ORG. LEADERSHIP AND SUPERVISION</b>		<b>156</b>	<b>151</b>	<b>133</b>
<b>DIVISION OF PUBLIC AND ENVIRONMENTAL AFFAIRS</b>				
Certificate in Public Health		1	0	1
A.S. in Criminal Justice		28	24	21
A.S. in Public Affairs	Criminal Justice	0	0	0
	Emergency Services Administration	1	1	0
	Public Administration	0	2	1
	Specialized Study	0	1	0
B.S. in Criminal Justice		40	45	26
B.S. in Health Services Administration		0	0	1
B.S. in Public Affairs	Criminal Justice	3	1	2
	Health Service Administration	1	4	2
	Management	3	7	3
	Specialized Study	0	3	1
Certificate in Public Management		0	1	1
Master of Public Affairs	Health Systems Administration	6	1	1
	Policy Analysis	0	1	0
	Management of Public Affairs	2	6	7
<b>TOTAL PUBLIC AND ENVIRONMENTAL AFFAIRS</b>		<b>85</b>	<b>97</b>	<b>67</b>
<b>TOTAL IPFW</b>		<b>1432</b>	<b>1507</b>	<b>1491</b>

**North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education**

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504  
(800) 621-7440; (312) 263-0456; Fax: (312) 263-7462

**Basic Institutional Data Form G**

**INTERCOLLEGIATE ATHLETICS**

Name of institution/campus reported: Indiana University - Purdue University Fort Wayne

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: NCAA Division II; Great Lakes Valley Conference

FOR MOST RECENT ACADEMIC YEAR												OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current year last)		
NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)					
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	1996-97	1997-98	1998-99	
Baseball	27		16		813				3.5		60,224	48,748	56,481	
Basketball	14	14	18	12	2,958	3,342	1	1	1.00	1.00	234,509	230,366	240,842	
Soccer	22		19		1,850		1		.35	.15	76,918	59,219	86,007	
Softball		20		15		1,120		2		1.40	45,536	39,363	53,005	
Tennis	10	7	4	6	1,000	1,029	0	1	.08	.08	33,135	30,871	28,505	
Cross Country	10	6	7	6	914	950	2	1	.08	.08	31,656	24,206	32,772	
Volleyball	11	11	10	11	3,969	2,623	4	1	.60	.55	207,640	229,203	240,919	
Unallocated									5.80		34,650	223,991	208,167	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

## APPENDIX III.

### FEDERAL COMPLIANCE

#### Introduction

Indiana University - Purdue University Fort Wayne (IPFW) has addressed the requirements included in NCA policies and in the periodic reauthorizations of the Higher Education Act (HEA). Information relevant to the various requirements is presented in this Appendix, and related documents are provided in the Resource Room.

#### Credits, Program Length, and Tuition

*The Commission expects an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions notify the Commission of any significant changes in the relationships among credits, program length, and tuition. (Policy I.C.7.)*

All IPFW academic degree and certificate programs are organized in terms of credit-hour requirements, and standards for the award of course credit hours are followed. Non-credit programs may also lead to the award of a certificate, but these programs are not subject to the requirements of the HEA. Academic certificate programs require completion of 15-35 credits, while associate degree programs require 60-71 credits, baccalaureate programs require 120-137, and master's degree programs require 30-48 credit hours. Two associate degree programs, those with a major in radiography and in dental hygiene, are considered to be three-year programs, and each requires approximately 90 credit hours. Student academic transcripts show credit hours attempted and completed.

The practices described in the preceding paragraph are common to institutions of higher education. IPFW does not charge program-specific tuition for any of its programs, although it reserves the right to do so. Both Indiana University Bloomington and Purdue University West Lafayette have sought and gained Trustee approval for the establishment of program-specific tuition for some programs, and IPFW would present a justification and follow a similar approval process if authorization for program-specific charges were to be sought.

Credit-hour charges related to enrollment in courses, as well as any special fees related to courses or enrollment, are described in each IPFW *Bulletin and Schedule of Classes*, the IPFW Web site, and may be included in other publications. Refund schedules for these fees are also shown in these publications.

## Compliance with the Higher Education Reauthorization Act

*The Commission expects that its affiliated institutions comply if required with the Title IV requirements of the Higher Education Act as amended in 1992 [and subsequently]. Therefore, institutions will provide teams for review and consideration the most recent default rates (and any default reduction plans approved by the Department of Education) and any other documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews. (Policy I.A.5)*

IPFW complies with the requirements of the HEA as an institution that administers Title IV financial aid. IPFW's most recent official notification of the institutional student-loan default rate showed a rate of 5.0 percent, which is typical for regional, commuter universities and is below the standard which would require a default rate reduction plan. IPFW's most recent program audit was conducted by the State Board of Accounts and showed no compliance issues. A copy of the audit report is available in the Resource Room.

## Advertising and Recruitment Materials

*In its General Institutional Requirements, the Commission requires that an affiliated institution provide fair and accurate information regarding its programs and policies affecting students. Advertising and recruiting materials must evidence the same fairness and accuracy the Commission expects in an institution's catalog and student handbooks.*

*Whenever an institution makes reference to its affiliation with the Commission, it will include the Commission's address and telephone number. (Policy IV.B.2)*

IPFW publishes a separate *Bulletin* for Undergraduate Programs and for Graduate Programs, as well as the *Student Handbook*, numerous program brochures, newsletters, and Web pages that describe programs, activities, and student responsibilities. All of these materials are reviewed during preparatory stages to assure compliance with standards of accuracy and fairness, usually through a required review of the material by the Publications Office. Examples of many of these materials are available in the Resource Room, and the team will also find them displayed in various locations on campus.

IPFW has modified its Undergraduate and Graduate *Bulletin* references to institutional accreditation by the North Central Association to include the NCA address and telephone number. Students and other interested persons are informed through these publications that they may contact NCA directly. The institution is not aware of any such contacts having been made. Other publications do not generally mention institutional accreditation.

## Professional Accreditation

*Institutional accreditation is not automatically affected by the accreditation given or withheld by any particular professional association, although the Commission does take cognizance of the*

*standards set by professional societies. In its Annual Report, the Commission asks an institution to identify any adverse actions taken by professional accreditation agencies. If such an agency accredits a significant portion of an institution's programs (over 1/3) or accredits programs with a significant portion of an institution's enrollment (over 1/3), the Commission will review the rationale for the adverse actions and determine whether further institutional monitoring is appropriate.*

*If any program agency informs the Commission that the grounds for its adverse actions are based on deficiencies related to the overall health of the institution, the Commission will implement processes to determine whether the institution's status with the Commission should be affected. (Policy III.A.1)*

Numerous IPFW programs are accredited by professional accrediting associations, and these professional accreditations are publicized through each IPFW *Bulletin* and other publications. No professional association accredits as much as one-third of IPFW's programs or students, so the special requirements related to this threshold are not applicable to IPFW. Self-study reports and correspondence related to professional accreditations are available in the Resource Room.

### **Dual Institutional Accreditation**

*Any institution seeking or holding affiliation with the Commission and with another CHEA-or-federally-recognized institutional accrediting body must describe itself in identical terms to both associations with regard to purpose, governance, programs, sites, degrees, diplomas, certificates, personnel, finances, and constituents. If the other accrediting body takes an adverse action against the institution, the Commission will review the rationale for that action and determine whether the institution's affiliation with the Commission should be reviewed. If the Commission takes an adverse action against the institution, it will notify the other agency within 30-days. (Policy III.A.3)*

IPFW does not have institutional accreditation through any organization besides NCA and does not expect to seek such accreditation. Thus, the special requirements for dual accreditation are not applicable.

### **Records of Student Complaints**

*To comply with federal regulations, the Commission expects an affiliated institution to make available to a comprehensive evaluation team an account of the student complaints it has received. (Policy IV.B.3)*

IPFW began retaining records under the former policy which required maintenance of a log of student complaints. The record of student complaints is summarized in Part I, Chapter 3, of this self-study report in the section addressing Criterion V-Integrity. Additional information about student complaints will be provided to the visiting team upon request.

### Third-Party Comments

*The Commission seeks comments from third parties about institutions being evaluated for accreditation or candidacy. Institutions scheduled for comprehensive evaluations publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination, and timing. Through appropriate Commission vehicles the Commission publishes the names of institutions scheduled for evaluation. (Policy IV.A.8)*

IPFW has identified its public constituent groups, and efforts to solicit comments from these groups have been made. The following table identifies these groups and the means used to invite comments:

<u>Group</u>	<u>Method of Notification</u>
Students	Communicator Notice Web Site Notice
Faculty and staff	Briefings flyer E-mail notice
Alumni	Fort Wayne Newspapers Notice Frost Illustrated Notice
CAC Members	Flyer
The Fort Wayne community	Fort Wayne Newspapers Notice Frost Illustrated Notice
Cities in the campus service area	Area newspapers Notice
Area higher education institutions	Flyer
ICHE	Letter/flyer
Area school superintendents	Flyer
Area school principals	Flyer
Area legislators	Letter/flyer
Area mayors	Letter/flyer
Major area employers	Letter/flyer
School/program advisory groups	Flyer

All of the invitations for comments have included all of the required elements: the purpose(s) of the forthcoming visit, the dates of the visit, the institution's current accreditation status with the Commission, an invitation to send comments directly to the Commission (with the commission's address), the date by which comments must be received (no later than one month prior to the visit), and the requirements that all comments must be in writing and signed.

If comments are received by the NCA and reported to IPFW, the Chancellor's office will consider the information and determine the appropriate response. IPFW will also be prepared to discuss any comments, and related responses, with the visiting team.

**APPENDIX IV.**  
**MANAGEMENT AND ACADEMIC MISSION AGREEMENT**  
**INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE**

THIS AGREEMENT dated as of July 1, 1998, is made between THE TRUSTEES OF INDIANA UNIVERSITY (Indiana) and THE TRUSTEES OF PURDUE UNIVERSITY (Purdue) to provide for the management, operation and academic mission of Indiana University-Purdue University Fort Wayne. This Agreement supersedes the Management and Academic Mission Agreement which became effective July 1, 1993.

1. **Effective Date.** On and after July 1, 1998, (effective date) the campus of Indiana University and Purdue University in Allen County, Indiana (IPFW) shall be managed as provided in this Agreement. This agreement becomes effective immediately upon approval of the Trustees of Purdue University and Indiana University, and continues until July 1, 2003, unless terminated mutually by Indiana and Purdue before that date.

2. **Responsible Corporation.** Purdue is hereby designated as the responsible corporation with full power, authority and responsibility to manage and operate IPFW for the benefit of Indiana University and Purdue University and do all things necessary and proper for that purpose. In the management and operation of IPFW, Purdue shall act in its own name and shall not act or be deemed to act as the agent of Indiana University; Purdue hereby indemnifies and agrees to hold harmless Indiana University against any cost, expense, loss, damage or liability whatsoever on account of any undertaking, act or omission on the part of Purdue with respect to the management and operation of IPFW under this Agreement (excepting therefrom those acts or omissions on the part of Indiana pertaining to its responsibilities under this agreement).

3. **Assignment of Academic Missions.** Indiana University and Purdue University shall be assigned specific academic, research and public service missions in the operation of IPFW as mutually agreed upon from time to time and approved by the respective Boards of Trustees. The current assignment of missions is as follows:

A. Indiana University has been assigned the following academic mission areas:

1. Allied Health Sciences
2. Business
3. Dental Education
4. Economics
5. Education, including Health, Physical Education and Recreation
6. English and related disciplines
7. Fine Arts
8. General Studies (AGS and BGS degree programs)
9. Geosciences
10. History
11. Journalism
12. Labor Studies
13. Liberal Studies

14. Library and Information Sciences
15. Medicine
16. Modern Foreign Languages
17. Music
18. Political Science
19. Public and Environmental Affairs
20. Sociology and Anthropology
21. Women's Studies

*\*Purdue University has curriculum authority over all secondary education programs offering majors in disciplines of their mission assignments. Indiana University acts in a service capacity in these areas where Purdue has the mission. With regard to minor areas, the teacher certification endorsements will be under the control of that University which awards the degree.*

B. Purdue University has been assigned the following academic mission areas:

1. Agriculture and related disciplines
2. Audiology and Speech Sciences
3. Biology and related disciplines
4. Chemistry
5. Communication
6. Computer Science
7. Consumer and Family Sciences
8. Engineering
9. Engineering Technology (including Civil and Architectural Engineering Technology, Manufacturing Technology, and Electrical and Computer Engineering Technology)
10. Human Services
11. Mathematics (including Statistics)
12. Nursing
13. Organizational Leadership and Supervision
14. Philosophy
15. Physics
16. Psychology
17. Theatre
18. Women's Studies

**C. Mission Responsibility and Authority.** The institution which holds the mission in a particular profession or disciplinary field (1) shall approve the appointment of all faculty members, part-time and full-time, who offer instruction in that field at IPFW, (2) shall have full control of all curricula in the field, including extensions thereof, (3) shall award all credit and degrees (associate, baccalaureate, professional and/or graduate) in the field, and (4) shall supply all services or support courses in that field required by students pursuing degrees in a different field with the other institution, and (5) shall approve the appointment of the dean or director of a school, unit, or division, but in the case of a school, unit, or division containing missions of both

Universities, such an administrative appointment will be approved by the Presidents of both universities. With the exception of certain professional degrees (e.g., Nursing and Business) Master's and doctoral education programs are system-wide responsibilities of Indiana University and Purdue University. Existing assignments of responsibility for secondary mission areas, including the Library, will continue unchanged.

**4. Administration.** The Chancellor is the Chief Executive Officer of the Fort Wayne Campus. He/she will be appointed and employed by Purdue University with approval of Indiana University and will report to the Purdue President. All other administrative officers will also be appointed and employed by Purdue University.

**5. Faculty.** Purdue will appoint and employ all new full-time and part-time faculty members, including those who function in Indiana University mission areas. All faculty members who function in mission areas assigned to Indiana University shall first be approved by Indiana, and Purdue agrees to employ only persons so approved. All faculty functioning in Indiana University mission areas shall hold regular faculty appointments (not adjunct appointments) at Indiana University, and shall hold or earn campus-specific tenure at Indiana University. Academic rank designations and changes therein from time to time, for personnel functioning in Indiana mission areas, shall be specified by Indiana; and for such persons, initial salary levels, and subsequent adjustments will be established by Purdue University in consultation with Indiana University. All members of the faculty, regardless of their initial appointment, will continue to earn or have campus-specific tenure. All new appointees will be on the Purdue pay and benefits plan; continuing Indiana University faculty will have the option to select the Purdue program if they so desire.

#### **6. Students.**

**A. Admission.** All students shall be admitted as either Indiana or Purdue students in accordance with the degree program elected by the student and using the standards of Indiana and Purdue. Academic records will be maintained and documentation furnished as required by each institution for the granting of degrees.

**B. Fees.** Purdue shall establish, charge, and collect all tuition, fees, and other charges from students and others using the facilities of IPFW.

**C. Student Organizations and Discipline.** Purdue shall be responsible for all policies related to student matters. IPFW student rights, responsibilities, and standards of conduct will be established by campus administrators in consultation with the student and faculty government organizations and with the IPFW Community Advisory Council and shall be consistent with the principles established by Purdue and Indiana Universities.

**D. Student Financial Assistance.** Purdue shall manage all student financial assistance policies, including those related to awarding scholarships, grants, and loans to students. Funds may be

made available for financial aid purposes by both Indiana and Purdue. Purdue shall be responsible for the collection of long- term student loans.

**7. Administrative, Clerical and Service Personnel.** All administrative, clerical and service personnel of IPFW shall be employed by Purdue which shall be solely responsible for such personnel.

**8. Vacation and Other Benefits to Indiana Personnel.** All Indiana personnel, including faculty, who are subsequently employed by Purdue shall be given credit for past service to Indiana whenever such service is a factor in determining salaries, wages, and fringe benefits, and all such personnel shall be entitled to all vacation and sick leave earned.

**9. Business Operations.** From and after the effective date, Purdue will continue to be responsible for all business operations of IPFW. On the effective date Purdue will continue all responsibility and liability for accounting, purchasing, contracts, fiscal management and control, telephone operations, parking facilities, safety and security, custodial services, building maintenance, building operations and insurance and utility charges for services rendered after the effective date.

**10. IPFW Faculty Senate.** The IPFW Faculty Senate will be delegated the usual responsibilities of faculty governance, including review and recommendation of policies and procedures regarding the curriculum, the academic calendar and other appropriate faculty and student matters.

**11. IPFW Community Advisory Council.** The IPFW Community Advisory Council will be created and will consist of nine members, serving three year staggered terms. The Presidents of Indiana and Purdue and the Chancellor will each appoint three members of the Council. One member appointed by each President shall be a Trustee of Indiana or Purdue. One member appointed by the Chancellor shall be an alumnus of IPFW. The operative needs of the Council shall be provided by the Chancellor's office, including but not limited to, clerical, meeting facility and minor budgeting items. The Council will annually elect its own officers. The Council will meet periodically to perform its responsibilities under this Agreement and, in consultation with the Chancellor, to address questions relevant to IPFW's operation, future development and budget requests.

**12. Sponsored Programs.** Purdue will administer sponsored programs under the existing policies and procedures. Indirect costs recovered from grants and contracts awarded to the Fort Wayne Campus shall be a part of the operating funds for the Fort Wayne Campus.

**13. Patents and Copyrights.** All patents and copyrights resulting from discoveries, inventions and material conceived or prepared prior to July 1, 1993, by Indiana or its personnel shall remain the property of Indiana. All subsequent patents and copyrights related to the activities of IPFW personnel shall be the property of Purdue.

**14. University Coordination.** The Presidents will continue to consult regularly regarding recommendations made by the Chancellor on all major matters such as budgets, key personnel appointments, benefit policies, legislative issues, including appropriation requests, major capital improvements and community concerns. The Trustees of Indiana and Purdue, recognizing the need for IPFW to develop unique policies and practices in support of its own mission, ask the Presidents to encourage within the University systems opportunities for flexibility and autonomy and ask the Chancellor to consult regularly with the IPFW Community Advisory Council about such policies and practices.

**15. Binding Effect.** This Agreement shall be legally binding upon Indiana and Purdue when authorized and approved by the respective Boards of Trustees and executed by duly authorized officers.

(signed and executed on October 30, 1997 by Myles Brand, Judith Palmer, and J. Susan Parrish and on September 25, 1997 by Steven Beering, Frederick Ford and Doris Pearson)

## APPENDIX V. THE IPFW STRATEGIC PLAN

### CORE MISSION

To provide quality post-secondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment and serving the region.

### VISION

To be a student-centered university with an outstanding faculty and dedicated staff committed to:

Improving Student Access and Success through a focus on

- responsiveness to student needs
- diversity and a respect for individuals

Enhancing Academic Programs and Faculty Achievements through a focus on

- excellence in teaching, scholarship, and service
- free and open inquiry and discussion

Becoming a More Integral Part of Fort Wayne and Northeastern Indiana through a focus on

- responsiveness to community and regional needs
- enrichment of the intellectual and cultural life of northeastern Indiana

### ACHIEVING THE VISION

Achieving this vision will require the concerted efforts of all parts of the campus community, as well as support from the university's many partners. Achieving these results also requires specific attention to continuous improvements in the quality of programs, services, and technologies. The strategic planning process has incorporated recommendations from all parts of the university community and has identified current and continuous priority areas as well as longer-term objectives from the wide range of opportunities and needs facing the university. Significant progress toward accomplishing current and continuous priorities is expected each year, while longer-term objectives may involve efforts for five or more years.

## Improving Student Access and Success

Student learning comes first in the core mission of IPFW, and efforts to improve student access and success are the principal ways that IPFW supports student achievement. Improving student access requires efforts to foster recognition of the value of higher education, to simplify processes required for admission, financial aid, and enrollment, and to offer programs at times and places which meet student needs. Improving student success requires a broad range of support services, attention to the special needs of non-traditional and under-represented student groups, and support for students who encounter academic and personal difficulties. Together, these initiatives form a campus climate that promotes student achievement.

### Current and Continuous Priorities

- Expand the kinds and quality of information IPFW provides to prospective and current students, participants in campus programs and events, and the public. Expand the range of communication media and technologies used, evaluate the success of these efforts, and use the results continuously to improve campus communications.
- Enhance academic support systems for students, with special emphasis on support for first-year students, including processes used for academic advising, personal and career counseling, supplemental instruction, mentoring, tutoring, and assistance in developing writing and mathematical skills. Foster continuing improvements through evaluation, with a focus on student retention as the primary measure of success.
- Maintain a campus climate which recognizes and values all forms of diversity, seeks to increase the diversity of the campus community, and encourages student involvement with the university through enhanced offerings of cultural, academic, and recreational activities.
- Promote recognition of the value of lifelong learning through demonstration of the links between higher education and employment opportunities, improvements in quality of life, and achievement of personal goals.
- Improve technology on the campus to support direct student access to academic and other records, easy access to computing facilities, and the application of advanced technology in classrooms and laboratories.
- Improve access for students living in all areas of northeastern Indiana through expansion of Summer School, Weekend College, off-campus, and distance-education class offerings.

## Longer-term Objectives

- Expand support for out-of-class student activities, expand the range of programs available, and promote student participation as a means of developing leadership skills, pursuing areas of personal interest, and creating opportunities for service to the community.
- Expand funding for scholarship and other programs for students who have financial need and those who have demonstrated superior academic achievement.
- Sustain high levels of quality in staff services through establishment of competitive salary levels, increased opportunities for staff development, improvements in evaluation processes, and enhanced recognition of superior performance.
- Enhance the ability of the campus to analyze, forecast, and evaluate admissions, enrollments, retention, and graduation and to identify student characteristics associated with successful and unsuccessful student performance.
- In response to continuing student interest, pursue opportunities for student housing, including both residence halls and housing for fraternity, sorority, and other student groups. Explore other ways to create learning communities for non-residential students.
- Apply appropriate technologies to all services provided to students, including recruitment, admission, advising, registration, financial aid, and student account services.
- Develop plans to expand student activities, student services, and offerings of non-credit courses through an expansion of Walb Student Union.

## **Enhancing Academic Programs and Faculty Achievements**

IPFW's core mission of providing quality post-secondary education is achieved through the academic programs that are offered and the faculty who are responsible for these programs. Enhancing the quality of academic programs requires efforts to emphasize current scholarship in each program area, recognize and incorporate innovations in teaching, and meet specific criteria in those areas which recognize program quality through professional accreditation. Enhancing faculty achievement is a continuous process of attracting highly qualified faculty members, fostering improvement in teaching, supporting scholarly endeavors in both traditional and applied areas, providing opportunities for continuing professional development, and recognizing faculty accomplishments.

### **Current and Continuous Priorities**

- Use available resources creatively to provide support for innovations in teaching, curriculum development, expanded use of technology in instructional delivery, and support the currency of academic programs through increased participation in professional development programs.
- Enhance faculty research and service through expanded efforts to identify opportunities for external support of projects and promote the integration of scholarly endeavor and instructional goals,
- Promote the involvement of students in scholarly activity, expand student opportunities for internship and cooperative education programs, and support the role of the Honors Program in enhancing student learning.
- Reinforce the role of the university as a community of learners, committed to free and open inquiry and discussion, and guided by broad participation in a system of shared governance and collegial decision-making. Make special efforts to promote the development of faculty leaders.
- Enhance program quality and support instructional goals by providing high-quality library, learning resource, and faculty development services and the continued expansion of these services.

### **Longer-term Objectives**

- Support the continuous improvement of academic programs through implementation of comprehensive program assessment plans and development of program evaluation systems.

- Support the implementation and use of enhanced student and institutional information systems that emphasize broad-based access to information, improved analysis and evaluation of information, and effective processes for identifying and responding to needs for information.
- Improve the attractiveness of IPFW to highly qualified faculty through establishment of competitive salaries, development opportunities, and mentoring programs. Make special efforts to enhance faculty diversity in selection processes.
- Identify needs for new academic programs and pursue their development, and promote the integration of multicultural and international perspectives in all programs.
- Enhance the role of general education as the foundation of academic programs through establishment of a general education curriculum for associate degree programs.
- Strengthen academic programs by expanding the utilization of full-time faculty in the delivery of instruction.
- Enhance academic programs by identifying particular areas in which community members can bring special expertise to the classroom and improve the attractiveness of this opportunity for them.
- Improve processes used to identify and meet needs for physical facilities, including classrooms, meeting facilities, laboratories, offices, and support facilities. Respond to expressed needs for expanding the use of technology in the curriculum and increasing offerings of distance education classes.
- Emphasize the continuous improvement of business processes that support improved management of university resources.
- Promote faculty accomplishment through recognition of superior performance, support for faculty seeking promotion to the rank of professor, and expansion of named and endowed professorships.

## **Becoming a More Integral Part of Fort Wayne and Northeastern Indiana**

The core mission of IPFW as the largest public university in northeastern Indiana extends beyond academic programs and intellectual exploration and attainment to encompass service to the region. In this context, service to the region includes special efforts to meet current and emerging needs, to support economic development efforts, and to enrich the intellectual and cultural lives of northeastern Indiana residents. The diversity of regional needs and opportunities for enrichment can best be met through the development of partnerships with business, governmental, educational, and cultural organizations in the area.

### **Current and Continuous Priorities**

- Expand the availability and range of the public services provided by the Helmke Library and the role of the library in leading cooperative efforts among libraries in the region.
- Expand linkages between IPFW, other area colleges, and secondary schools in northeastern Indiana which support seamless transition among educational programs, enhance student preparedness for higher education, promote recognition of the value of higher education, and provide opportunities for professional staff development.
- Expand offerings of public service special events, performances, arts exhibitions, and continuing education programs.
- Promote the quality of IPFW programs and services and the opportunities the campus provides to area residents
- Promote participation by IPFW faculty, staff, and students as community volunteers and expand opportunities for community volunteers to contribute to campus initiatives and services.
- Expand opportunities for advanced high school students to enroll in college-level courses and earn credit for participation in other advanced-study programs.

### **Longer-term Objectives**

- Demonstrate the improvements in service to the region that could be realized by achieving equity in state support of the campus.

- Expand financial support from individuals and organizations for programs which address goals shared by donors and IPFW.
- Expand partnerships with business, governmental, educational, and cultural organizations in the area to support mutual goals, and publicize the results of these efforts.
- Expand opportunities for alumni to participate in campus events, lifelong learning programs, improvement of academic and other programs, and identification of promising students.
- Facilitate easy access to the campus through development of a visitor center, enhanced visitor services, improved signage, and improved access to public services such as ticket sales.
- Promote faculty expertise and other services IPFW can provide to business and industrial, educational, and governmental organizations throughout northeastern Indiana.
- Improve the fit between community and regional needs for college graduates and IPFW degree programs by expanding the roles and membership of advisory councils at the campus, school/division, and program levels.
- Promote the role IPFW can play in economic development efforts through cooperation with area agencies and responsiveness to organizations seeking educational programs for employees.

