

CHAPTER 3

Criterion 3: Student Learning & Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

Student learning and effective teaching are at the heart of IPFW's mission. The mission states: "IPFW's mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources."

As an academic community in the broadest sense, IPFW embraces student learning as a value that cuts across the traditional institutional divisions of academic, student, and financial affairs. IPFW is committed to implementing effective learning environments that are continually improved through assessment. Consequently, the assessment of learning and teaching is fundamental to the university's efforts to ensure it is meeting its core mission to serve the educational needs of northeast Indiana. Chapter Three examines the myriad evidence for IPFW's teaching effectiveness by examining the university's commitment to program assessment and review. Furthermore, Chapter Three demonstrates how assessment data are used for program improvement. Assessment of the general education program and the publication of assessment efforts through the Voluntary System of Accountability are discussed in detail in Chapter Four of this self-study.

Core Component 3a: The organization's goals for student learning are clearly stated for each educational program and make assessment possible.

Overview of Assessment at IPFW

IPFW is an institution committed to assessment at all levels (student, course, program, and institution). The university has made great strides integrating the work at each of these levels and is dedicated to the continuation of this process.

Newly admitted IPFW first-year students are required to take a placement exam for mathematics and reading and to participate in a self-placement process for writing. Placement helps to ensure that students are enrolled in courses for which they have acquired the prerequisite skills. Throughout their academic journey at the institution, students undergo periodic assessment to determine whether goals set by academic and cocurricular programs are being achieved. Departments/programs also contact graduates, former students, and employers to ensure that the institution is meeting its overarching goal of producing citizens who are capable of enhancing the social, economic, cultural, civic, and intellectual life in the region and beyond.

Assessment at IPFW is faculty-driven and includes assessment by staff in appropriate units. The university-wide Assessment Council, which is responsible for reviewing assessment activities (planning, implementation, reporting, closing the loop) of all academic and cocurricular programs, includes the director of assessment, a representative from each college/school/division, a representative from one of the counseling and advising centers in Student Affairs, a library representative, the head of the general education subcommittee, and a representative from the Office of Academic Affairs. Created by the IPFW Senate, the Assessment Council is chaired by a faculty member.

Pedagogical Framework for the IPFW Baccalaureate Degree

Since the previous continuing accreditation report to the Higher Learning Commission of the North Central Association, IPFW has redefined its academic goals and mission. The previous goals and objectives for the IPFW baccalaureate degree had been created two decades ago in March 1989. Given the dramatic growth of the

university in this time, the Educational Policy Committee, with the support of the Office of Academic Affairs, spent the better part of two academic years crafting a new set of institutional learning outcomes. In 2006, the IPFW Senate approved the set of institutional learning outcomes for students pursuing the baccalaureate degree. Called the Pedagogical Framework for the IPFW Baccalaureate Degree (or more briefly, the Baccalaureate Framework), these learning outcomes were developed based on broad consultation among all major stakeholders including faculty, students, and administrators from Student Affairs and Academic Affairs. The framework clarifies what an IPFW education and degree mean to graduates, and incorporates the broad offerings of the university into one pedagogical structure. As one faculty member aptly noted, “a clear framework should help IPFW graduates identify what is definitive about their IPFW education and degree.” Further, the framework’s high-profile presence (framed copies are posted ubiquitously across campus) reinforces the goals and objectives of education at IPFW for faculty, students, and the broader community. The Baccalaureate Framework expands upon the original goals and objectives by identifying six foundations of the IPFW baccalaureate educational experience as follows:

Acquisition of Knowledge: Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information-seeking skills and technological competencies.

Application of Knowledge: Students will demonstrate the ability to integrate and apply that knowledge, and in so doing, demonstrate the skills necessary for lifelong learning.

Personal and Professional Values: Students will demonstrate the highest levels of personal integrity and professional ethics.

A Sense of Community: Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

Critical Thinking and Problem Solving: Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical thinking abilities and familiarity with quantitative and qualitative reasoning.

Communication: Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

The framework articulates an educational contract between IPFW and its students. This contract emphasizes a set of knowledge, skills, and behaviors that each student will achieve during the process of earning a bachelor’s degree at the institution. Students who earn a baccalaureate degree at IPFW will be able to apply their knowledge to the needs of an increasingly diverse, complex, and dynamic world. To that end, IPFW continually develops and enhances curricula and educational experiences that provide all students with a holistic and integrative education.

These pedagogical foundations in total provide the framework for all baccalaureate degree programs. Inspired by the Association of American Colleges and University’s Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes, the framework was designed to prepare IPFW graduates for a lifetime of learning and social responsibility. The foundations are interdependent, with each one contributing to the integrative and holistic education offered at IPFW. The university has developed a series of evaluation activities to ensure that student learning outcomes are clearly stated for each educational program and that regular ongoing assessment of these outcomes leads to program improvement.

Each academic program assesses how and where the dimensions of the Baccalaureate Framework are addressed in its curriculum and rewrites objectives for better alignment (as needed) as part of the regular seven-year cycle of program review. Academic departments have already submitted documents indicating the extent to which each undergraduate program’s goals conform to the pillars of the framework. The process of creating/reviewing curriculum maps to document the linkage between program outcomes and the framework is currently being conducted.

Student Affairs adopted the Baccalaureate Framework as its set of learning goals. Each administrative unit within Student Affairs mapped its programs and services to the six learning goals and has an ongoing assessment program to evaluate the impact of those programs and services on student achievement for each of the six goals.

While assessment of student learning at IPFW is conducted at three levels (course, program, and institution), the university's assessment reporting process places emphasis on documenting evidence of learning at the program and institutional levels. Efforts towards assessment of general education and the Baccalaureate Framework apart from individual degree programs are discussed in detail in Chapter Four of this self-study report.

Support for Assessment

The director of assessment is responsible for coordinating the implementation and documentation of assessment of student learning at IPFW. The director reports directly to the Office of the Vice Chancellor for Academic Affairs. Among other things, the Office of Assessment assists faculty, academic divisions, and academic-support units to (1) develop learning outcomes and assessment tools, (2) develop plans to measure the effectiveness of curricular and cocurricular activities, and (3) use assessment results to create a culture of continuous improvement.

The university provides additional resources for assessment through training. The Office of Assessment collaborates with the Center for the Enhancement of Learning and Teaching (CELT) to conduct ongoing workshops for faculty and administrators. Student Affairs conducted an assessment workshop as part of its professional development program. Additionally, IPFW provides financial support for faculty/administrators to attend regional and national professional development conferences on assessment.

Through ongoing consultation between academic affairs and faculty, it was determined that there was a need for additional financial support to help departments implement assessment processes. In 2002, the vice chancellor for academic affairs, through the Office of Assessment, established a mini-grant fund to help support efforts to improve assessment of student academic achievement. The award amount is generally between \$300 and \$750. At the end of the spring 2009 semester, approximately \$9,400 had been given to academic units to assist with assessment-related activities. Listed are examples of how departments used the mini-grants:

- The Department of English and Linguistics provided stipends for part-time faculty who helped to evaluate a sample of research papers collected from general education writing courses. The results of the evaluation have already been submitted and are now part of the department's discussion for curricular change.
- The Department of Consumer and Family Sciences (CFS) supported a student worker to do data entry. CFS is conducting a needs assessment to determine students' needs regarding the scheduling and sequencing of courses.
- The Department of Communication supported departmental assessment committee members to travel to the IUPUI Assessment Conference. This resulted in significant revisions to the department's assessment plan.
- The Department of Psychology funded a temporary staff position to assist with compiling data collected from a survey of majors and alumni. This data played a major part in the department's program review, and it also led to revisions in its assessment plan and to curricular changes.

In addition to the assessment-mini grants, in 2009 the Office of Academic Affairs introduced the Vice Chancellor Assessment Project (VCAP) grant to support efforts to document evidence of student learning and make curricular changes based on that evidence. The award amount of \$1,000–1,500 is intended to fund projects that have the greatest likelihood of maximizing impact on student learning. VCAP grant proposals are funded based on their propensity to move a department beyond where it is in terms of assessment and/or to assist a department with the adoption and implementation of innovative assessment techniques.

A 2009 VCAP grant was allocated to the library to model a method of information literacy assessment using bibliometric analysis. Librarians are working to assist faculty in integrating information literacy skills and

assessment into the curriculum. The eight information literacy proficiencies identified, defined, and recommended by the Senate Library Subcommittee became part of the general education requirements in 2002. As a result, the Baccalaureate Framework includes information literacy components in each of the six learning objectives.

Commencing in spring 2010, the Office of Academic Affairs, in consultation with the Assessment Council and the Office of Assessment, presented the first annual assessment awards luncheon. The ceremony offered an opportunity for the institution to showcase what has been done by the Office of Academic Affairs, course instructors, academic departments, and academic support units to enhance the culture of learning. During the luncheon, awards were presented to individual faculty (or a group of faculty who collaborated to conduct an assessment of a given course) and programs that provided exemplary evidence of assessing and using assessment results to impel curricular reform. The celebration provided an opportunity for professional development. Award recipients and selected finalists conducted poster sessions before and after the ceremony to highlight their assessment practices.

Assessment of Academic Program Outcomes

Academic departments are required to develop an assessment plan for each certificate, associate, baccalaureate, and master's degree program. The university requires assessment plans to be coordinated with ongoing institutional assessment practices that promote learning (e.g., program review and accreditation). Each assessment plan includes the following: (i) program goals/learning outcomes, (ii) multiple (both direct and indirect) measures of student achievement, (iii) a description of how the assessment exercise will be conducted (including sampling strategy and timeline), (iv) the criteria for success, and (v) the process of making program changes based on assessment results. Assessment plans are developed and implemented by a team of faculty members within each department.

Learning outcomes are assessed in the majors to (1) determine the quality of each program, and (2) provide evidence for programmatic changes and needed resources. Each department is required to submit an annual assessment report using a common university-wide template. A recent report on the status of assessment at IPFW suggests that assessment practices vary across programs; some are more actively involved in the process than others. Table 3-1 provides a brief overview of the number and percentages of all IPFW's degree-granting and certificate programs that are actively engaged in assessment activities. A detailed report, with breakdown of assessment activities by colleges/divisions, is available in the Resource Room (IPFW Status of Assessment Report). Assessment plans and reports are available in the Resource Room and at www.ipfw.edu/vcaa/assessment/assessment.shtml.

Table 3-1: Overview of Assessment Activities at IPFW

Activity	Number of Programs	Percentage of Programs
Have mission statement	162	100%
Have learning goals/outcomes	145	89.5%
Have assessment plan	132	81.5%
Have submitted assessment report	123	75.9%
Provide evidence of closing the loop	119	73.5%

There is evidence that assessment results have influenced program changes. For instance:

- The Department of Fine Arts decided that full-time faculty should be placed in all foundation drawing courses, whenever possible, and that foundation drawing courses taught by limited-term lecturers should be monitored to ensure that the courses meet the standards as defined by the National Association of Schools of Art and Design.
- The Department of Music is in discussion with the Department of Communication regarding collaboration for practicum and internship experiences. The music department believes that these experiences, delivered by and through another academic department rather than through nonacademic

external agencies or freelancing technicians, will be taught and monitored more effectively thus providing the student with a better educational experience.

- The Department of Organizational Leadership and Supervision revised its curriculum to require another English course for students in its associate and baccalaureate degree programs.
- The dental hygiene associate degree program recently conducted a curricular revision to improve quality based on feedback from graduates.
- In an effort to retain freshmen on the campus and in the major, the Department of Communication Sciences and Disorders recently developed a peer mentoring program that pairs junior and senior mentors with freshmen.
- The graduate program in the Department of Mathematical Sciences recently piloted a two-hour course for students enrolled in its teaching program. The course was designed to address the recurring comments from students that they needed more courses that directly help them in teaching mathematics. The trial was a success, and the department is now moving to make the course a requirement for teaching majors.
- The Doermer School of Business and Management Sciences implemented a new Introduction to College and a Business Career course in 2007. Students taking the course have a retention rate to the next semester of 96 percent, while students not taking the course have an 89 percent retention rate.
- The management and marketing department is repositioning societal, legal, and ethical implications of business decisions from the sophomore to the senior year in order to have better-prepared students in the functional areas of business decision making.
- The Department of Accounting and Finance implemented a new curriculum for the accounting concentration in 2004. The impact of this change is seen in the increase in CPA exam pass results. In 2005, the overall pass rate was 31 percent, compared to a national average of 30 percent. In the most recent results (2008), IPFW's overall pass rate was 48 percent, which is 55 percent greater than the national average of 31 percent.

While striving to maintain excellence through direct and indirect measurement of learning outcomes, academic departments also keep a keen eye on accountability data (e.g., graduation rates, retention rates, passage rates on external exams, placement rates, and transfer rates) and implement changes, as needed, to enhance quality.

Licensure Examinations

Many programs at IPFW use the student success rates on licensure examinations as an external exit assessment measure. IPFW student scores on these examinations have been remarkable. As a metric in its current Strategic Plan, IPFW has established a goal of a 95 percent pass rate for each of the exams listed below. That goal has been met or surpassed for every examination.

Table 3-2: Licensure Examination Pass Rates

Examination	2007–08	2008–09	Target	Status
Dental Assisting	96%	100%	95%	above target
Dental Hygiene	100%	100%	95%	above target
Dental Lab Tech	94%	100%	95%	above target
Radiography	100%	100%	95%	above target
Praxis I (Education)	100%	98%	95%	above target
Praxis II (Education)	97%	98%	95%	above target
Nursing	89%	100%	95%	above target
Engineering	80%	100%	95%	+5%

Accredited Programs at IPFW

IPFW strives to maintain excellence in teaching and learning for all students. One of the ways that the university pursues the culture of continuous improvement of its programs is through accreditation with nationally and internationally recognized professional accrediting agencies. Currently, 29 of the university's academic programs are accredited. Below, please find a list of colleges/schools/division and their respective program accreditations:

College of Engineering, Technology, and Computer Science

Engineering Accreditation Commission Committee (EAC) of ABET Inc.

Computing Accreditation Commission Committee (CAC) of ABET Inc.

Technology Accreditation Commission Committee (TAC) of ABET Inc.

Richard T. Doermer School of Business and Management Sciences

Association to Advance Collegiate Schools of Business (AACSB International)

College of Arts and Sciences

American Chemical Society (Chemistry)

School of Education

National Council for Accreditation of Teacher Education (NCATE)

Indiana Department of Education

College of Health and Human Services

American Dental Association

Commission on Accreditation of Allied Health Programs (CAAHEP)

Joint Review Committee on Education in Radiologic Technology (JRCERT)

National League for Nursing Accrediting Commission (NLNAC)

College of Visual and Performing Arts

National Association of Schools of Music

American Music Therapy Association (AMTA, formerly NAMT)

Division of Public and Environmental Affairs

National Association of Schools of Public Administration and Affairs (NASPAA)

Accreditation of additional programs is currently being pursued.

Assessment of Distance Education Courses

Online courses have become a significant component of IPFW's academic offerings, currently accounting for 12 percent of the total credit hours generated. In 2009, 75 percent of baccalaureate degree graduates had earned at least one online credit and 19 percent had 12 or more online credits. To ensure that the quality of teaching in an online environment is similar to that of the traditional classroom environment, the IPFW Senate, in 2000 approved a set of operating principles to guide the teaching of distance education courses. These operating guidelines form the core values of the university's Distance Education Coordination Committee (DECCO). The approved principles emphasize that "distance education improves student access and success. Selected courses and programs can be made accessible via distance education to appropriately prepared students whose educational needs are better met by unconventional programming."

In 2007, the vice chancellor for academic affairs organized a task force consisting of seven faculty representatives (including three chairs, an associate dean, and a librarian) from across the university, the associate vice chancellor for enrollment management, the director of the Division of Continuing Studies (DCS), a DCS administrative staff member responsible for the coordination of online courses, and the director of the Center for Excellence in Learning and Teaching, to develop guidelines for the administration of distance education with specific emphasis on the role of online courses in the university's future. Among other things, the task force recommended, "Department chairs should plan online and other distance courses in much the same way as they plan any kind of delivery of courses," and that departments "develop a system for evaluating their online courses comparable to the one they use for evaluating face-to-face classes, including some items that are particularly relevant to online courses."

Along those lines, the unit responsible to assist with faculty professional development, the Center for the Enhancement of Learning and Teaching (CELT), in consultation with DECCO, adapted a “Quality Matters™” rubric to guide the development of new online courses and maintain the excellence and consistency of existing courses. Adapted from versions of the Quality Matters™ online course design rubric, developed by Maryland Online with partial support from the Fund for the Improvement of Postsecondary Education (FIPSE), this rubric is divided into eight sections: course overview and introduction, learning objectives, assessment and measurement, resource and material, learner interaction, course interaction, learner support, and accessibility.

The section on assessment stresses the need for online instructors to ensure that “assessments, learning objectives, and learning activities align in a clear and direct way,” and that “assessment formats provide a reasonable way to measure the stated learning objectives.” Elsewhere, instructors are informed that “students learn more effectively if they receive frequent, meaningful, and rapid feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students.” The Quality Matters™ rubric is available online (www.ipfw.edu/dcs/dlcoursedevel/qualitystandards_rubric.pdf) and in the Resource Room.

The rubric provides a standard that each online course instructor uses to ensure that the quality of course content remains the same regardless of the delivery mechanism. CELT has trained a faculty team on how to implement the Quality Matters™ rubric; these trainees serve as peer reviewers and advisors to new and existing online course instructors who are beginning and/or continuing the process of modifying their curriculum to conform to the standard.

Assessment of Student Affairs Programs

The overarching goal for assessment in Student Affairs is to evaluate programs for the purposes of improvement in pursuit of supporting student success. Results from assessment activities in Student Affairs provide evidence of programs and services that contribute to student learning. Recent examples include the following:

- The Center for Academic Support and Advancement (CASA) provides an array of support services for promoting students’ academic success. One of these services is the Critical Inquiry (CI) course emphasizing critical reading and thinking skills. CI, which is recommended for students with SAT Critical Reading scores below 440, is linked with a course that historically has proven problematic for lesser-prepared students (e.g., Elementary Psychology). In fall 2008, only 39 percent of CI-eligible students who did not participate in CI-linked Elementary Psychology (PSY 120) completed PSY 120 successfully whereas 89 percent of the students who took the CI linked to PSY 120 earned a grade of C or higher in PSY 120.
- Data from the Student Orientation, Advising, and Registration (SOAR) program for 2009 indicate 99 percent of participating incoming students and 100 percent of participating family members of those students agreed or strongly agreed that SOAR clearly outlined the expectations of IPFW for students as active participants in the university community; 95 percent of student participants agreed or strongly agreed that SOAR provided the information they needed to begin an academic plan for degree completion; and 97 percent of participating family members agreed or strongly agreed that attending SOAR helped them be better prepared to support their college student.
- The Mastodon Advising Center (MAC) provides academic advising to exploring students (those provisionally admitted), deciding students (those determining a major), and re-entering students (those returning from academic suspension). The unit advises 19 percent of the student body at IPFW. Data indicate that 90 percent of students served in MAC agreed or strongly agreed that their advisors helped them learn specific information about the requirements for their major, and a similar number indicated the MAC advisors offered them appropriate referrals for assistance as needed.
- IPFW Student Housing (managed by American Campus Communities) conducts an annual satisfaction survey. This survey identifies areas to review and improve the service to students. In past years, the survey identified issues including the availability of computing services and a desire for more opportunities for interaction with other students. As a result, three 24-hour computer labs were added,

as well as game areas including ping-pong and billiards. This year, the survey identified that the wireless service is not as reliable as students would like, and plans are underway to improve that service.

- The construction of the new housing phase was also heavily influenced by student input. In order to create a successful environment, students were surveyed and focus groups were held. The students provided feedback that resulted in more social gathering spaces, an additional level of privacy for some units, a different look for the kitchens, and some units with a washer and dryer.

Towards a University-wide Program Assessment Management System

In 2007, the OAA set up an ad-hoc committee to explore the possibility of acquiring a university-wide electronic assessment management system. The committee included faculty, administrators, and representatives from the Assessment Council. Several vendors were invited to campus to demonstrate their products. From the variety of choices, the subcommittee recommended that IPFW pilot the eLumen Achievement Management System. A training workshop, jointly facilitated by the Office of Assessment and the selected vendor, was held in early 2008. It was anticipated that a roll-out of the product could start as early as the beginning of the fall 2008 semester.

While it initially appeared that e-Lumen would offer the university a flexible system at a reasonable price, it soon became evident that the new assessment management system did not meet the existing needs of the institution. Several programs piloting the software reported the absence of an adequate hierarchical structure that linked classroom assessment to program assessment. The university has discontinued further use of the system and has directed the Assessment Council to revisit the software management issue; that discussion is ongoing.

Challenges/Plans for the Future

Like many other colleges and universities, the culture of assessment at IPFW is not consistent across all units. While some programs, especially accredited programs, are rigorous in conducting annual assessment activities, others have been slow to adopt the practice. The inconsistency in assessment practices across departments was discussed at a recent deans and chairs retreat held during the spring 2009 semester, and two primary problems were identified: (1) the need for additional training and financial resources and (2) the need to streamline the annual reporting process.

IPFW has already started to take steps to remedy these challenges. In Student Affairs, reporting of assessment accomplishments and future assessment plans have been included in the annual report format. The VCAA has committed to provide additional funding, through the assessment mini-grant program, to academic programs and to link assessment and program review findings to departmental budget allocation. Moreover, a team of deans, chairs, and administrators met during summer 2009 to restructure the annual reporting process.

Finally, the creation of a Baccalaureate Framework will remain a cliché unless the institution is able to ensure that these learning outcomes are operational at every level of the institution and that assessment of the outcomes provides information for program improvement. By creating a linkage between program outcomes and the institutional learning outcomes, the Baccalaureate Framework can be assessed by evaluating each program's outcomes. This creates a flexible and manageable structure of collecting data, analyzing results, and using information to enhance the culture of learning.

Core Component 3b: The organization values and supports effective teaching.

IPFW values and supports effective teaching in many ways: 1) exhibiting a commitment to teaching; 2) hiring qualified faculty; 3) providing multiple methods of teaching support and development of pedagogy, technology, and innovation; and 4) effectively evaluating and rewarding teaching. The university accomplishes this through departmental, college/school, and campus standards, support, and rewards. Three other organizations also provide support for quality teaching: the Faculty Colloquium on Excellence in Teaching (FACET), the Center for the Enhancement of Learning and Teaching (CELT), and Information Technology Services (ITS). The following section summarizes the multiple and varied ways this happens at IPFW.

Commitment to Quality Teaching

IPFW's commitment to teaching and quality education can be seen prominently in the mission statements of IPFW; its colleges, schools, and divisions; and the individual departments. IPFW's mission statement, as described in the Strategic Plan (available in the Resource Room) states that we "support excellence in teaching and learning." This simple statement is supported throughout the Strategic Plan; in the values: "strong general education program and baccalaureate framework," the vision: "exceptional environment for teaching, learning, and student achievement," and the first of the goals: "Foster learning and create knowledge." This emphasis on teaching and learning is echoed in the mission statements of all 10 colleges, schools, and divisions with such public comments as "the college is committed to excellence in teaching" (College of Health and Human Services) and "creating and executing effective teaching" (School of Education). All 10 mission statements and the URLs are available in the Resource Room.

Individual departments also reflect an emphasis on excellence in teaching: "to be a leader in providing excellence in undergraduate and graduate nursing education with distinction in nursing practice" (Department of Nursing); "offers, develops, and continuously improves educational programs" (Department of Manufacturing and Construction Engineering Technology and Interior Design); and "provide a rigorous, innovative, and relevant academic program...provides a variety of learning experiences." (Department of Psychology). (Mission statements for departments and programs are available in the Resource Room.)

Qualified Faculty

As of fall 2009, IPFW employed faculty as documented in the following tables:

Table 3-3: IPFW Full-time Faculty

Full-time Faculty	Total	With Terminal Degree (Ph.D., Ed.D., M.F.A.)	% with Terminal Degree
Professor	94	92	97.9%
Associate Professor	125	122	97.6%
Assistant Professor	137	118	86.1%
Instructor	20	6	30.0%
Lecturer	48	27	56.3%
Total	424	365	86.1%

Table 3-4: IPFW Part-time Faculty

Part-time Faculty (Limited-Term Lecturers)	Number at this level	% of Total
Ph.D.	24	6.35%
Professional Doctorates	16	4.23%
Master's Degrees	208	55.03%
Bachelor's Degrees	83	21.96%
Associate Degrees	2	0.53%
High School Diploma	3	0.79%
Other	42	11.11%
Total	378	100.00%

Note: The master's degree is generally the minimum educational credential for limited-term lecturers. Those without this credential must have alternative qualifications, such as professional certification or extensive professional experience.

Professional Development and Support

Teaching: Support/Development. Much of the information about the support, reward, and evaluation of teaching was gathered by surveying the chairs and deans of IPFW. Nineteen department/program heads responded, as did four deans. The survey is available in the Resource Room.

Faculty at IPFW are strongly supported in a variety of ways to develop and improve their teaching. All full-time faculty new to the university participate in a two-day New Faculty Orientation during their first week as university employees. During this time they are introduced to university resources available to them to increase their skills in teaching, including the Center for the Enhancement of Learning and Teaching (CELT). CELT offers a wide variety of services to faculty, including the opportunity to participate in a minimum of two conferences and multiple workshops related to teaching.

In the past three years, 11 of the 19 reporting departments held some kind of teaching development event for full-time faculty and 14 sponsored events for part-time faculty and graduate instructors. These faculty development opportunities ranged from monthly noon meetings and brown bag lunches to discuss grading, syllabi, etc., to faculty retreats and meetings over topics such as using rubrics, establishing learning outcomes, teaching online, and using groups effectively. Schools and colleges (all four of the responding deans) report encouraging the use of CELT, and one holds a faculty development day on topics such as assessment and technology.

Faculty are also supported by encouraging and providing monetary support for their attendance at teaching-related conferences. This includes conferences/meetings about the scholarship of teaching and learning (12 departments, 4 schools/colleges) as well as more general teaching-related conferences (14 departments).

Another primary way that IPFW supports and develops excellent teaching is through the use of mentors or mentoring committees and formative reviews of teaching. Nineteen departments reported mentoring teaching with 16 of those including peer review of teaching in that process. Thirteen of these departments have a formal mentoring program for teaching. These programs include assigned mentors from within and outside of the department, as well as mentoring teams/committees. In 2009, IPFW Helmke Library implemented a mentoring program for new librarians engaging in information literacy instruction.

The support of teaching by faculty, departments, and schools/colleges results in the active participation of faculty in teaching conferences, workshops, and scholarship of teaching and learning. In the last five years, IPFW chairs reported:

- 222 faculty have been active in the scholarship of teaching
- 81 faculty delivered a teaching-related paper at a conference
- 51 faculty published teaching-related research
- 40 faculty published textbooks or other instructional materials
- 46 faculty were engaged in teaching-related research not yet presented or published
- 62 faculty delivered a teaching-related workshop either on- or off-campus.

It is impressive that our faculty are this active and productive given that the deans/chairs rated “pedagogical scholarship and the presentation and publication of teaching materials” as only somewhat important (3.5 and 3.21 respectively on a 5.0 scale) to the evaluation of teaching for purposes of promotion and tenure.

As noted above, three other organizations that strongly support teaching at IPFW are FACET, CELT, and ITS.

FACET (Faculty Colloquium on Excellence in Teaching). FACET is an Indiana University “community of faculty dedicated to and recognized for excellence in teaching and learning. FACET advocates pedagogical innovation, inspires growth and reflection, cultivates the Scholarship of Teaching and Learning (SOTL), and fosters personal renewal in the commitment to student learning.” (www.facet.iupui.edu/). The IPFW FACET group (38 members) supports many of the CELT events (see below for more specifics) and also organizes its own events to support/enhance teaching. In the past few years, FACET has sponsored a Faculty Learning Community for Peer Review of Teaching and a series of monthly lunches to discuss how to improve summative review of teaching at IPFW.

FACET also offers Mack Fellowships, awards of \$1,500 for selected proposals for a scholarship of teaching and learning project. Two IPFW faculty have received Mack Fellowships.

CELT (Center for the Enhancement of Learning and Teaching). On a campus-wide scale, IPFW faculty are supported by CELT. In 1999 CELT was formed as the result of the efforts of a faculty leadership team comprised of FACET members. In the 1999–00 academic year CELT offered 28 presentations on topics identified in a needs survey completed by 107 faculty members. The leadership team became the CELT Advisory Board. In the following year, a half-time director and a part-time secretary were hired, and the board formed three subcommittees to address formative peer review of teaching, collaborative teaching communities, and summer instructional grants. The center was and still is a faculty-directed effort, benefiting from the dedication of an energetic and involved CELT Advisory Board.

In 2004 a full-time director was hired. By this time, CELT staff included the part-time secretary, a full-time instructional designer and a full-time instructional technologist funded with seed money from the Division of Continuing Studies, and a part-time instructional technologist funded directly by the chancellor's office as a webmaster for a variety of OAA Web sites. The new director was also given responsibility for the Learning Resource Center, comprised of a full-time staff of 13. The Learning Resource Center produced graphics, video, and photography for internal communications, research, and instructional purposes; supported fixed and mobile computer technology for general classrooms; supported video and satellite conferencing; and administered the test-scoring and course evaluation services for the campus. Based on the recommendations of a faculty/staff task force convened in 2000, evidence gathered by the director in 2004–05, and a review performed by two outside consultants in 2005, the Learning Resource Center functions were reorganized to align more accurately with units providing the same or similar services. Classroom teaching technologies, as well as video and satellite conferencing, are now supported by Information Technology Services. LRC graphics and photography personnel now work in the Publications division of University Relations and Communications. CELT assumed operation of the test scoring and course evaluation services. A new unit called Audio Visual Technology Support (AVTS) was formed with six of the LRC personnel to provide audio-visual support for campus events and technology to general classrooms in which there is no installed equipment. Overall, faculty and staff are pleased with the new organization.

CELT offers training, consultation, and resources in support of the professional development of faculty and staff involved in carrying out the academic mission of the institution. Annually CELT organizes two campus-wide teaching conferences and approximately 50 workshops, discussions, and presentations, with an average total annual attendance of approximately 400 (CELT's Annual Report for 2008 is available in the Resource Room). Evidence of commitment to professional development is shown by the sources of funding for these conferences: Office of Academic Affairs, Faculty Colloquium on Excellence in Teaching, Academic Success Center, various academic departments, Office of Research and External Support, and Ivy Tech Community College.

Members of the CELT Advisory Board created a teaching fellow program in 2005. In any given academic year, four or five faculty members serve as peer teaching consultants to any colleague interested in working on different aspects of his/her teaching. The Office of Academic Affairs provides funding for small yearly stipends to the fellows. Fellows each serve for three years and work with one to three faculty members per academic year. Thirty different faculty have received consulting services from the teaching fellows since the inception of the program. In 2009, CELT instituted an anonymous online feedback survey to gather evaluation data, which is currently being reviewed.

The number of individual faculty consultations with CELT staff and faculty teaching fellows doubled to 120 between 2005 and 2008. In 2008, the Division of Continuing Studies pledged its support for the addition of an instructional consultant/designer to the CELT staff.

Annually the CELT Advisory Board distributes a total of \$10,000 to four or five faculty who propose to make transformative changes to their course designs. Between 2004 and 2009 the board evolved a program of activities around the entire year of the grant. Grantees now form a cohort that engages in a set of activities together, and focuses on the systematic evaluation of the effects of the changes made in their courses, thereby providing a foundation for scholarly teaching and formal scholarship.

CELT also supports faculty development by helping faculty keep abreast of research/innovations in teaching and learning. For example:

- Speakers at CELT's annual teaching conferences have included teacher-scholars Randy Isaacson of Indiana University, Andy Gavrin and Kathleen Marrs of IUPUI, Adam Weinberg of Colgate University, Ann Wysocki of Michigan Technological University, Todd Zakrajsek of Central Michigan University, Jerry Pattengale of Indiana Wesleyan, Marc Lowenstein of Richard Stockton College, Constance Staley of the University of Colorado, and Sherrie Beattie of Baker College. In 2006, CELT collaborated with the Academic Success Center to bring Harvard scholar Richard Light to campus to discuss his research.
- In October 2008, the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) named IPFW a CASTL affiliate. The campus CASTL committee organized a successful conference in March 2008 entitled "Enhancing Learning through the Scholarship of Teaching and Learning," in which 22 faculty participated as presenters, panelists, and discussants. Kathleen McKinney of Illinois State University presented the keynote address.
- In 2007 CELT began offering workshops and reading circles to familiarize faculty with the process of doing research on teaching and with SoTL literature. This series of events is now a permanent part of the CELT calendar and helps keep SoTL work visible across campus.

Pedagogical Partnerships. CELT seeks to build pedagogical partnerships by inviting faculty and staff from various academic departments and units to present at its workshops, conferences, and other professional development events. With the Office of Academic Internships, Cooperative Education, and Service Learning (OACS), CELT organized four presentations between 2007 and 2009 featuring faculty who integrate service learning into their teaching. Service learning was a major theme in the fall 2006 teaching conference "Community as Classroom, Classroom as Community."

CELT's monthly brown bags include topics of special interest to faculty who teach first-year students or those in the Learning Communities organized by IPFW's First-Year Experience (FYE) program. Since 2005, CELT has provided support to FYE for the design and development of Teaching Support Online, a set of online workshops intended specifically for part-time faculty who teach in the Learning Communities. In 2008–09, two of these workshops, Writing Learning Objectives and Teaching Critical Thinking, were offered online. These workshops will continue to be offered, and other topics will be developed in the future.

CELT is frequently invited to participate in or lead campus-wide committees that are concerned with curriculum development or professional development. The director of CELT chairs the Instructional Technology Coordinating Committee and the Faculty Support Subcommittee of the Distributed Education Coordinating Committee. CELT has led two task force committees related to setting instructional technology policies and to the creation of a curriculum-based multimedia lab.

CELT cosponsors and/or provides services or resources for conferences related to teaching, such as the Fort Wayne Teaching Conference, organized by eight area chief academic officers. This conference, hosted by IPFW, offers the opportunity for regional faculty to present to their colleagues and learn from speakers of national standing such as Sharon Hamilton of IUPUI and Dennis Jacobs of Notre Dame.

CELT, in collaboration with Information Technology Services and other campus units, offers support for faculty use of technology. These activities have included the following:

- In 2005 IPFW adopted eInstruction as its classroom response system for faculty to use for class polling, feedback, etc.; to engage student participation; and for "just in time" teaching. Fifty-eight classrooms are equipped with the system. CPS can be used in any other classroom by obtaining a receiver through the ITS help desk. In fall 2005, CELT conducted a study of the quality of technical support and instructional effectiveness of the clickers. Thirteen instructors representing eight departments used the eInstruction classroom response system ("clickers"). Of the 446 students responding to the survey, 333 either agreed or strongly agreed that answering questions during class helped them better understand the subject matter. The second area of strongest agreement (259 out of 446) was that using the clicker helped the instructor be more aware of students' problems with the subject matter. This finding is a

function of the eInstruction software's ability to instantly display, in chart form, a distribution of the students' answers to a question.

- Support for other instructional software for Web conferencing, plagiarism detection, screen-based tutorials, podcasting, study guide creation, and other applications is available at the CELT Web site (www.ipfw.edu/celt/technology/software.shtml). Based on surveys of technology use conducted by CELT and various task forces, e-mail, Blackboard Vista, PowerPoint, and Internet browsers are the most widely used software for teaching at IPFW. Other software types, excluding discipline specific software, may be in use by 10–15 percent of the faculty.
- CELT offers from 25–30 instructional technology topics per calendar year. These workshops focus on the application of technology to common instructional problems and opportunities. The workshops receive high ratings. A summary of workshop evaluations are available in the Resource Room.
- In 2008, IPFW entered into an agreement with iTunes to set up an iTunes University location on the iTunes Web site. CELT led the design, implementation, and evaluation of this project. A small group of faculty innovators have placed instructional podcasts in the password protected course area.
- Over the past five years, the Division of Continuing Studies, CELT, ITS, and individual faculty have experimented with streaming video media in support of teaching. Video streaming allows easier distribution of lectures and original instructional videos such as scientific experiments or demonstrations of psychomotor skills. The growth of digitized video has required greater knowledge and stricter application of copyright laws. In 2008 in consultation with the library and with Purdue legal counsel, CELT set up a procedure to lead faculty, staff, and students through the process of determining the legality of media use under Fair Use and Teach.
- Two grant programs supported technology-based teaching innovations during the period 2000–09. One was the Leading Educational Application in Design (LEAD) program, which offered faculty teams the opportunity to purchase hardware and software, as well as develop and execute technology-based curricular innovations. Over a two-year period, eight faculty participated and \$46,500 was disbursed. These faculty presented the results of their work in presentations to the IPFW community. Additionally, the Mobile Teaching Environment project, jointly funded by the OAA and CELT, purchased seven laptop computers for use by eight faculty in their teaching. The laptops allowed the faculty to develop multimedia in the same environment in which they presented it. It also allowed two of the faculty to use a Macintosh in the classroom. Faculty participants were encouraged to present their experiences to colleagues, engaged in reflection, and surveyed students for their perceptions.
- CELT has positioned its Web site as a place where faculty and staff can find support for using instructional technologies in teaching. Links to tutorials, information about technologies available at IPFW, tips, strategies, and research about applying technology to teaching are all available at www.ipfw.edu/celt.
- Course development grants offered by the Division of Continuing Studies for the creation or transformation of credit-bearing online courses, the aforementioned DECCO grants, supported not only innovation in course delivery method, but changes in pedagogy as well. Instructors shifted more responsibility for learning to students and began to make heavier use of audio and video media. In 2008 CELT set up a video digitizing service in response to a high demand to put video on the Web, which enabled faculty to stay within the TEACH Act guidelines. In 2008 CELT fulfilled 108 video digitizing requests, 70 percent of which were for distance courses.
- In 2004 CELT received funding from the Division of Continuing Studies for three multimedia workstations to use in training faculty and develop curricular materials. In 2008 68 faculty used the equipment to edit video; create graphics; scan pictures, documents, and slides; develop Powerpoint presentations; and create audio programs.
- In fall 2005 CELT led a needs analysis to determine the scope and type of services needed to support student multimedia project development across the campus. The result was the creation of Studio M, a curriculum-based studio lab located in Walb Union, that opened in spring 2007. Studio M has had a positive impact on the level of technological innovation in teaching at IPFW. In 2008, Studio M was used by 561 students who were enrolled in 127 courses taught by 110 faculty.

- Campus satisfaction with CELT's efforts were assessed in 2007. Overall, the 49 respondents indicated a high level of satisfaction with CELT's program, personnel, and services. However, few respondents had used the CELT Library or visited the blog. Complete results are available in the Resource Room.

Information Technology Services. The use of technology and innovation is encouraged through many of the normal means of supporting teaching (workshops, brown bag lunches, and travel money for conferences), while the primary support for the use of technology in the classroom comes from Information Technology Services (ITS). In addition to the collaborative activities described above, ITS has been involved in the following initiatives:

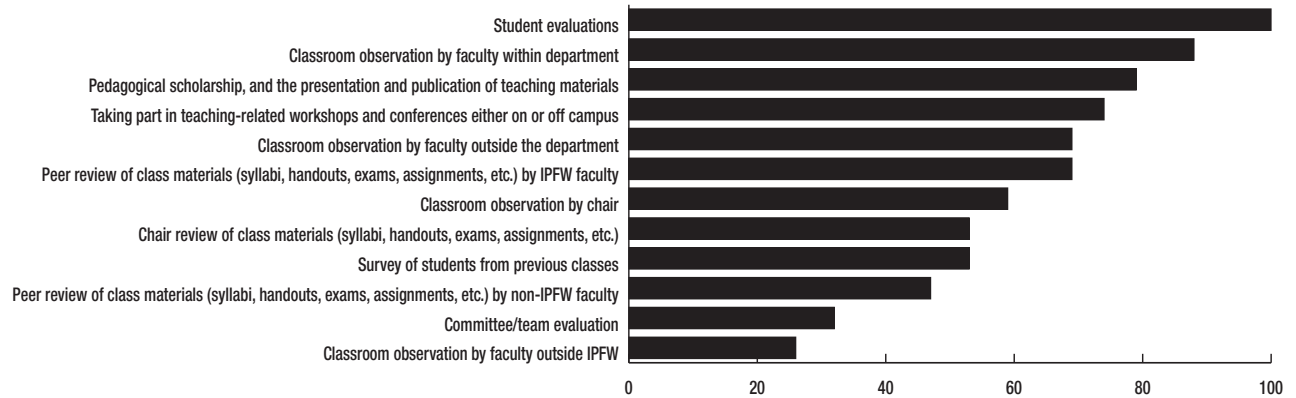
- When reliably functioning technology is available in a classroom, faculty are more likely to use it in their teaching. As of 2009, approximately 86 percent of the general classrooms had installed technology (computer, projector, screen, audio, DVD). Almost 50 of these rooms have a Crestron system, which greatly increases ease of use and provides a way for a faculty member to call for technical assistance without a telephone. The Crestron technology is also available in many other spaces, including meeting rooms and teaching labs. ITS involved faculty in the design of the system, and satisfaction is high, based on the low number of trouble calls received from these rooms.
- ITS maintains five dedicated teaching labs (Neff B27, B39, B41, B88, and B73) available for use in an instructional capacity. In 2008, Neff B73 became a Macintosh teaching lab, and in fall 2009 it became IPFW's first "dual-boot" lab in which all machines will be able to run either Macintosh or Windows OS, affording faculty members maximum flexibility. The rooms consist of 20–28 student stations, one instructor's station connected to a projector, and two printers.
- ITS offers 15 different short (1.25 hour) courses on a monthly basis year-round in Blackboard Vista, Adobe applications, e-mail, Web design, and Microsoft Office. (See schedule at www.its.ipfw.edu/training/schedule.shtml.) These workshops focus on the features of the software. In addition, ITS user technology support staff and CELT staff regularly collaborate in the preparation and presentation of workshops. For example, in June 2009 the user technology support unit of ITS and CELT offered three days of hands-on training in Web 2.0, audio, and video editing using the ITS training facilities and Neff B73 Macintosh teaching lab.
- ITS, CELT, and the Division of Continuing Studies provide extensive tutorials and documentation of instructional technologies on their respective Web sites. Access to these sites is provided at www.ipfw.edu/itco.
- Providing support for technological innovations in teaching requires planning and coordination. In 2005–06 the vice chancellor for academic affairs assembled a faculty/staff task force led by the director of CELT to create a three-year strategic plan for instructional technology for the campus. The VCAA used the plan to create a permanent subcommittee of the Information Technology Policy Committee, the primary information technology policy-making group for the campus. This faculty-staff committee, known as the Instructional Technology Coordinating Subcommittee (ITCO), has focused on gathering and disseminating information about the instructional technology resources available across campus and in the Warsaw campus through its Web site www.ipfw.edu/itco/ and promotional campaign, and has written a portion of the Information Technology Services strategic plan for 2008–11, the first time that a portion of the ITS plan has been devoted entirely to instructional technology.
- The WebCT course management system (CMS) was adopted in 2002–03. ITS and CELT have coordinated their efforts to provide training workshops for faculty. As of 2008, approximately 65 percent of the faculty were using the CMS in some way, either to teach online courses or to support face-to-face teaching. A few faculty, most notably in nursing and education, have redesigned some courses as hybrids or blended courses. WebCT has since been acquired by Blackboard, and integrated into the Blackboard course management system. IPFW currently uses Blackboard Vista as its online course management system.
- In 2007–08 the VCAA appointed a Distance Learning Task Force. This task force studied the growth, funding, and quality of distance learning at IPFW. Using institutional data, interviews with chairs and faculty, and the voluminous literature on distance learning, the task force drew several conclusions and made some

recommendations. Essentially they found that distance learning has grown from 2 percent of credit hours (5,371) in 2001 to about 13 percent (33,647) in 2009. The task force developed specific recommendations for offering, supporting, and teaching quality distance courses. The summary report and recommendations can be found in the Resource Room and at www.ipfw.edu/dlearning/decco/taskforce.shtml.

Evaluating Teaching

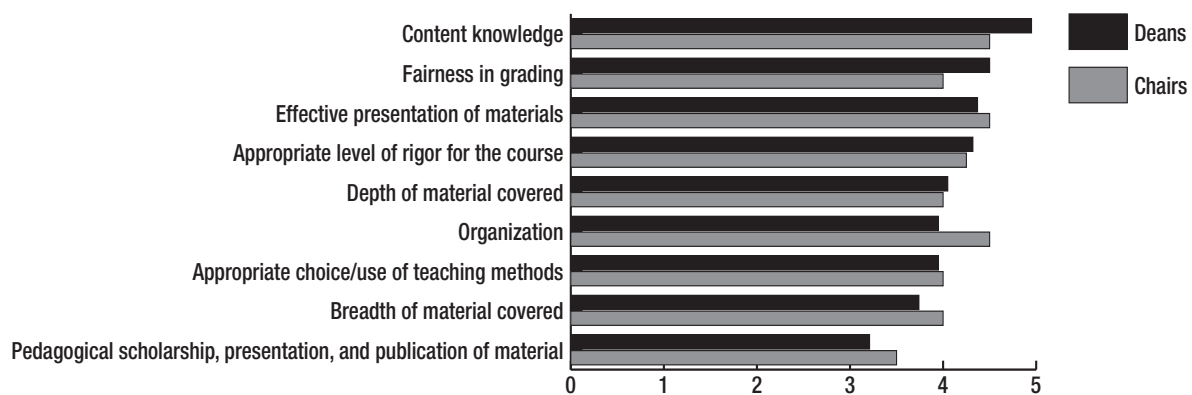
Departments generally follow the multiple methods of the documenting teaching effectiveness objective that has been circulated on campus (“Examples for Documenting and Evaluating Teaching” is available in the Resource Room and online at www.ipfw.edu/vcaa/promotion/PDFs/ExpTeaching.pdf). Over 65 percent of departments report using student evaluations, classroom observations by faculty from within and outside the department, review of class materials, as well as consideration of participation in teaching-related conferences and scholarship of teaching and learning. More than half of the departments report using chair observations of classes and teaching materials and surveys of previous students to provide evidence of teaching effectiveness.

Figure 3-1: Multiple Methods of Documenting Teaching from Promotion and Tenure Cases



The criteria for evaluating effectiveness of teaching are fairly well agreed upon. The following areas of evaluation averaged 4.0 or higher on a 5.0 scale (with 5.0 being very important) as reported by both chairs and deans: content knowledge, effective presentation of material, fairness in grading, appropriate level of rigor, and depth of material covered. Deans also felt that organization, breadth of material covered, and appropriate choice of teaching materials were important. There was less consensus about these items from chairs, although averages were still above 3.5 for each criterion. The only item not scoring above 3.5 for either deans or chairs, as stated above, was presentation/publication of scholarship.

Figure 3-2: Effectiveness Criteria from Deans/Chairs Survey



In 2008, CELT and the Division of Continuing Studies (DCS) incorporated online course design guidelines based on the Quality Matters™ (QM) rubric into the grant application for the Distributed Education Coordinating Committee (DECCO) funding that supports online course development. Faculty members receiving this funding must consent to a formative peer review of the course in order to receive all of the funds. CELT and DCS funded the training of QM peer reviewers. Faculty members who have been recognized by peers as excellent online teachers receive the training. As of this writing, six full- and part-time faculty members had been trained in the online course design review process. The results of the review are intended as a formative evaluation and are not used directly in the promotion and tenure process, unless the reviewed faculty elects to do so.

Rewards and Recognition for Effective Teaching

Although teaching is routinely rewarded via merit raises and promotion and tenure, some departments and schools/colleges go beyond that in recognizing and rewarding teaching. At least four departments provide certificates, outstanding service plaques for advising/teaching, associate faculty teaching awards, and/or an annual teaching excellence award for full-time faculty. Three of the colleges/schools listed specific teaching awards: Delta Sigma Pi Outstanding Professor Award, Advisor of the Year Award, Dean's Accomplishments awards (three per year), and a rotating teaching, research, service award every three years.

There are currently five competitive campus-wide teaching awards conferred annually and publicly announced at Convocation ceremonies at the start of the fall semester. The Associate Faculty Teaching award is given to an outstanding part-time teacher chosen by a committee of faculty. The community-based Friends of the University Award honors an IPFW faculty member for outstanding teaching performance with a cash award and plaque. A cumulative list of award recipients is posted in the Helmke Library and on the Office of Academic Affairs Web site. Area businessman Lawrence Lee, president of Leepoxy Plastics Inc., has established the annual Leepoxy Award for the teacher who has demonstrated exceptional ability in communicating and stimulating students' desire to learn, both inside and outside the classroom. Also, the Division of Continuing Studies Faculty Star Award is given to an outstanding distance educator nominated by his/her students. The Students' Choice Award for Teaching Excellence is coordinated by the Office of Student Life and given to a faculty member at the annual Student Achievement Celebration.

Faculty committed to excellence in teaching may also apply annually to become a member of the Faculty Colloquium on Excellence in Teaching (FACET). Admission to the organization is granted after peer review at the campus and IU system level. Forty-one IPFW faculty are currently members of FACET.

Core Component 3c: The organization creates effective learning environments.

Core Component 3c is highlighted clearly in the second goal of IPFW's 2008–14 Strategic Plan: Develop Quality of Place and Experience. According to the Strategic Plan:

Quality of place is a view of the university campus as a community of learners connected by a commitment to academic achievement and shared values. It is enhanced through a philosophy of inclusion that recognizes the strengths inherent in the diversity of faculty, staff, and students. It is experienced through participation in programs and events important to members of the campus community.

To achieve this goal, IPFW has identified the following measures specifically related to this component:

- Expand academic support for a diverse community of learners to facilitate student success and create a culture of graduation.
- Expand academic support services and processes to identify students who could benefit from use of these services.
- Implement the recommendations identified in the Foundations of Excellence assessment to provide an integrated first-year experience.
- Build a learning commons in Helmke Library and expand academic support for student success.

- Increase library resources and services to support teaching, learning, and research.
- Create attractive and effective learning spaces throughout the campus.

In addition to these measures, over the next five years the university plans to spend \$900,000 to improve classrooms, laboratories, and equipment and support the development of library resources and services.

One example of how IPFW has effectively adapted to an alternative learning environment is evidenced through distance education. Through a variety of distance education courses, IPFW offers a range of educational opportunities that meet the changing needs and lifestyles of today's student. Using multiple distance learning technologies, such as cable television, DVD, teleconferencing, and the Internet, IPFW professors link to students with courses that are thought-provoking and dynamic, and help students pursue their academic goals. Students are also provided with an online tutorial to help orient them to the online learning environment. In addition, faculty who teach online receive weekly tips about the Blackboard learning system to improve student learning.

The growth of distance education courses has been steady. According to the 2009 Distance Learning Task Force Report (available in the Resource Room and online at www.ipfw.edu/dlearning/decco/DLFactSheet.pdf), in 2001, the amount of distance-education-generated credit hours was 5,371 and accounted for 2 percent of the university's total credit hours; in 2009, that number was 33,647 and accounted for 13 percent of the university's credit hours.

The Division of Continuing Studies has also provided increased access for learners through distance learning technology improvements. These have included:

- Forming a committee to research and develop audio and video podcasting.
- Converting existing prerecorded videos to streaming format for inclusion in newly developed online courses (these courses included PHIL 312 and HIST H105).
- Using Apreso recordings from faculty members' live courses in their online courses (these courses included ECON E270, ECON E200, PHIL 110, and PHIL 111).
- Developing a new Web site for distance learning students who use Channel 5 to receive their course content (the site includes a live feed that is viewable anywhere from a computer with Windows Media Player and also includes archived classes).
- Making video streaming available via Apreso from three classrooms.

In addition to offering alternative learning environments, the university strives to provide students with services that will assist in their success in the classroom.

Currently, IPFW offers students more opportunities for academic support and enhancement than any other college or university, public or private, in northeast Indiana. As the largest university in northeast Indiana, IPFW accommodates students with a variety of developmental and intellectual skills. To assist these different types of students, IPFW applies the motto of the National Association of Developmental Education: "Helping underprepared students to prepare, prepared students to advance, and advanced students to excel."¹ To demonstrate the types of support and enhancement available to students to enhance their learning environment, the following programs are highlighted: orientation programs, first-year student program, academic programs, academic support programs, and community programs.

Orientation and Transition-to-College Programs

Realizing the importance of ensuring that students' first encounter with the learning environment is a positive one, IPFW has developed specific orientation programs for several populations, including first-year students, returning adult and transfer students, international students, and student athletes.

¹National Association for Developmental Education. (2009, May 12). *Motto*. Retrieved June 11, 2009, from www.nade.net/aboutNade/motto.html.

SOAR. The Student Orientation, Advising, and Registration (SOAR) program is offered to first-year students and their parents. About 14 one-day orientation sessions are offered between June and August each year. The morning sessions focus on university services and resources available to students, as well as the services and requirements of specific colleges or schools. After enjoying a lunch provided by the university, students then meet with advisors in the department of their major and register for fall courses, while current IPFW students provide parents with a campus tour and answer their questions. Students without declared majors meet with staff from the Mastodon Advising Center. During summer 2009, 1,875 students participated in SOAR. As a result of a recommendation from the Foundations of Excellence self-study and the First Year Council, IPFW recently approved a policy requiring that all entering first-year students must participate in SOAR. As part of preparing to implement this policy, SOAR sessions will now be offered for students entering in both fall and spring terms, and an option to take part in SOAR online will be made available.

To continue first-year students' orientation, a festival called **Freshman Fest** is held prior to the beginning of each semester. This event helps make students' transition to IPFW easier by allowing them to obtain their university identification cards, meet other freshmen, and become more familiar with campus. To ensure this is an appealing event, the university provides students with lunch, a music program, and other student activities free of charge. Just over 1,200 students participated in the fall 2009 Freshman Fest, which for the first time included an invited speaker. More than 600 students attended the Friday evening presentation on how to make the most of the opportunities and responsibilities provided to them.

IPFW On Call, a new service to students, was initiated during summer 2010. IPFW On Call is a centralized phone-in service designed to provide information from a single, easy-to-access number. The phone number is provided to students at SOAR and they will be urged to call it with general questions throughout the summer. Students with financial aid can also call with questions about the status of their aid. The call center is staffed with regular employees from Enrollment Management and student workers.

STARS. The Starting, Transferring, and Returning Students (STARS) program is offered each semester for adult and returning students. Workshop topics include How to Conquer Your Math Anxiety, Time Management, How to Use the Computer for Academic Success, Study Skills and Note Taking, and special issues related to transfer students. Spouses and significant others are invited to attend the workshop, and free childcare for children ages 2–12 is provided. More than 220 students participated in the fall and spring programs during 2009–10. STARS is provided free of charge.

CWRA. The Center for Women and Returning Adults (CWRA) serves as an advocate for women and nontraditional students by providing academic, financial, and personal assistance while simultaneously familiarizing them with the network of services available on campus or in the community. Since 2002, the center has produced an online newsletter, *Rapport*, to address issues essential to this population. To further assist students as they return to college, CWRA offers an online tutorial called College Lingo. This tutorial acknowledges that every occupation or field of endeavor has terminology known only to insiders, and that as an adult student entering college for the first time or re-entering the college community after a lapse of some years, these students may find some of the terms baffling. College Lingo lists some of the many terms that students will hear over and over again in college and helps provide students with an interactive way to become oriented to the university environment.

First-Year Student Programs

Over the past two decades IPFW has developed a growing reputation for its innovative approaches to the administration, instruction, and assessment of first-year students. Since the last comprehensive review, IPFW has used its strategic planning process to guide an intentional review of student success initiatives in collaboration with the offices of Enrollment Management, Institutional Research and Planning, Faculty Affairs, Student Affairs, and Academic Affairs. The institution is not satisfied with its current six-year graduation rate of 21 percent, nor its first-year to second-year retention rate of 62 percent.

In 2007, IPFW participated in the Foundations of Excellence study under the direction of the National Resource Center for the First-Year Experience and Students in Transition. Outcomes from this initiative included the

establishment of the First-Year Council, development of a vision statement for the first-year experience at IPFW, reorganization of the Advising Council, and significant alignment of first-year services. This new alignment brought together the Center for Academic Support and Advancement (CASA), the First-Year Experience (FYE) Program, and the Mastodon Advising Center (MAC) to form the Academic Success Center (ASC). Reporting to the newly titled position of associate vice chancellor for academic success, ASC is housed in Student Affairs and is charged with being the champion of collaboration between Student Affairs and Academic Affairs to support student learning, retention, and persistence through graduation.

The purpose of the First-Year Council is to bring together units across the university that work with first-year students to develop a shared vision, common goals, and coordinated activities. The council's philosophy of the first year at IPFW was adopted in March 2008 and states the following:

The first year for students new to IPFW is a period of transition to the university and, for many, to higher education. The first-year experience at IPFW is designed to encourage students to become independent learners, able to articulate and successfully pursue their own educational and personal goals. IPFW programs and services for first-year students are intended to promote student success through matriculation to graduation.

Using the Baccalaureate Framework as a guide, IPFW fosters the intellectual and social growth of first-year students. In regard to intellectual growth, students are challenged to develop the skills and abilities necessary to acquire knowledge, apply knowledge, demonstrate critical thinking and problem solving, and communicate with others. In regard to social growth, students are challenged to develop the skills and abilities necessary to evidence personal and professional values and serve as productive and responsible members of complex, multicultural, and globalized communities. Students are supported in their efforts to achieve their goals for intellectual and social growth, and their accomplishments throughout the learning process are celebrated.

IPFW encourages a culture of success among first-year students by emphasizing and encouraging the development of a sense of connection among first-year, first-time students and the institution through an integrated program of a) rigorous and challenging academic experiences, b) cocurricular activities that augment ability and achievement, and c) extracurricular activities designed to enrich the overall educational experience. The First-Year Experience at IPFW begins with the university's initial contact with a potential first-year student and concludes with that student's successful completion of 30 hours of study.

The First-Year Experience (FYE) office is one of the units that make up ASC. Working closely with colleagues in Academic Affairs, Enrollment Management, and other units in Student Affairs, FYE is charged with playing a leading role in developing, implementing, and assessing programs for first-year students at IPFW. Current FYE programs include Learning Communities, F3 (a program to encourage interaction between first-year students and faculty outside the classroom), and the MapWorks assessment program.

The First-Year Council recently approved a student handout entitled, "Advisor/Student Responsibilities in the First Year," (available in the Resource Room) developed by the Advising Subcommittee. The handout was first used during SOAR in summer 2008 and was found to be very helpful. A statement encouraging community engagement of students was also developed, and curricular issues are being discussed to determine content that might be needed during the first 30 credits of a student's program to meet the programmatic outcomes.

In 2008, the university approved a proposal to assess a one-time fee to first-year students to generate approximately \$300,000 annually to fund improvements in SOAR; expand COAS W111 Critical Inquiry, which addresses mandatory placement based on students' reading scores; and expand First-Year Experience Learning Communities and other first-year programming.

Retention

The FYE program is just one of IPFW's many retention initiatives. Other recent initiatives have included the "Getting to Graduation" internal marketing campaign, Office of Academic Affairs funding of departmental freshman social events, calling campaigns aimed at nonreturning students, ODMA's Academic Student

Achievement Program (ASAP!), and IPFW Student Housing activities. These and other activities have had some success, and between 2001 and 2009 IPFW has seen significant growth in several key areas. These include total enrollment (10,532 to 13,675), bachelor's degrees conferred (713 to 1,009), and the number of students with senior status (1,410 to 2,255). Importantly, the percentage of students at the sophomore, junior, and senior level has increased from 47 to 56 percent. However, over the same period the fraction of senior-level students that graduated the subsequent year has decreased from 58.9 to 48.1 percent. This data points to an area of concern as IPFW strives to improve student success. The university is only just beginning to analyze this data and look to improve the percentage.

Academic Programs

Honors Program. IPFW's Honors Program is interdisciplinary and open to students of any major. Participation is voluntary, and students can begin the program at any point in their college career. All honors courses are limited to 20 students and are taught by honors faculty. Currently, 34 IPFW faculty hold honors faculty status. During the spring and fall semesters of 2009, 22 honors courses enrolling 194 students were taught. In addition, 75 students took advantage of the H-option, allowing honors-eligible students to receive honors credit in other IPFW courses by engaging in a special project agreed to with the instructor.

The Honors Program provides an effective learning environment known as the Honors Center. The Honors Center is a room on campus with computers and tables that provide students with an excellent place to work, study, and meet new people. In addition, to help create effective learning environments, students automatically become members of the Honors Student Group and can attend its various events. Honors students also get the opportunity to attend the Mid-East Honors Association Conference; this regional conference is where students and professors present information about research, curriculum, and student organizations. The Honors Student Group attends the conference every year to represent IPFW.

Study Abroad Programs. Through study abroad programs, IPFW students have a wide range of opportunities available to them through Indiana University and Purdue University. Students can choose among summer, semester, and academic-year programs in Europe, Asia, Africa, Australia, and South America, as well as Canada, Mexico, and the Caribbean. With the formation of the Office of International Programs (OIP), there are more than five times as many students applying for study abroad programs through IU and Purdue than before. During 2008–09, 102 students participated in study abroad programs. Besides facilitating several new faculty-led travel-for-credit trips, OIP promotes an active exchange program with Seoul Women's University that is rapidly gaining more and more interest on both sides of the Pacific.

The OIP offers weekly study abroad information sessions at which students can hear about the myriad of possibilities for studying outside the United States. The focus is never completely the same from one week to the next, as it is tailored to the interests of the students attending. During International Education Week (IEW) in November, the IPFW community can learn about other countries, gain knowledge about issues of international importance, and enjoy free international food. Each day of the week participants from IPFW's faculty-led study abroad trips delivered presentations about the programs in which they had participated. The week also featured a number of lectures on international topics by IPFW faculty members. Some of the titles included "The U.S., the U.N., and International Law," "Aspects of Intercultural Communication," and "The New Russia." The biggest event of the week was the Fall International Festival in the Walb Student Union Ballroom. More than two dozen groups and organizations from both the university and the Fort Wayne community participated with colorful and informative displays.

ORES. The Office of Research and External Support (ORES) is committed to active learning by undergraduate students through original research and creative endeavor. ORES sponsors summer grants for undergraduate research, undergraduate travel grants, research mini-grants, and the Annual Student Research and Creative Endeavor Symposium.

Academic Support Programs

In addition to assisting first-year students, IPFW's Center for Academic Support and Advancement (CASA) provides and coordinates access to academic support services on campus. The core mission of CASA is to help students within the IPFW community achieve academic success. CASA aims to serve northeast Indiana through outreach and coordination with various community agencies. CASA is responsible for operating the following programs that provide an effective learning environment:

Supplemental Instruction. Supplemental Instruction (SI) is an academic assistance program designed to raise student performance and increase retention. The program is backed by more than 40 years of research from the United States and around the world. SI targets traditionally difficult introductory academic courses, where 30 percent of students earn the grades D or F or withdraw from the course. SI identifies high-risk courses instead of high-risk students, and its goal is to increase the number of passing grades and reduce the number of student withdrawals. SI is open to all students in selected courses on a voluntary basis. The program includes two or more regularly scheduled, out of class, peer-facilitated sessions per week. Sessions are led by a trained student leader and are open to anyone in the class on an as-needed basis. Students learn *how* to study as well as *what* to learn. SI helps to review lecture notes as well as assigned and supplementary readings. Of the top 45 freshman-enrolled courses, 27 percent made use of SI (complete data is available in the Resource Room). During the 2007–08 academic year, a total of 38 IPFW courses were identified as having high incidences of Ds, Fs, or withdrawals and also had over 100 students enrolled in multisections of the course. Of those courses, 32 percent had at least one student seek SI. The range for the percentage of students using SI is 0.78 percent to 47.86 percent (complete data is available in the Resource Room). SI also leads to higher grades for students enrolled in courses that have high rates of Ds, Fs, and withdrawals (see Table 3-5).

Table 3-5: Supplemental Instruction Impact on Grades

Academic Year	Mean SI Grade	Mean Non SI Grade	Diff in mean SI/Non	SI DFW Rate	Non-SI DFW Rate
Fall 2008	2.0	1.5	0.5	33.0	52.0
2007–08	2.2	1.7	0.5	32.5	37.0
2006–07	2.6	2.2	0.4	27.0	38.0
2005–06	2.7	2.3	0.4	26.0	37.0
2004–05	2.6	1.8	0.8	21.5	34.5
Totals	2.4	1.9	0.5	28.0	39.7

Tutoring. IPFW's tutoring program offers assistance to students who have questions about assignments, need formulas or information clarified, or need other assistance with the particular subject. Through tutoring, students are encouraged to acquire a better understanding of the content, appropriate study skills, and critical thinking skills. These skills assist students to become more independent and confident learners and critical thinkers — skills that allow efficient and effective learning at IPFW and in future careers. Tutoring begins the second week of each semester and ends the week before final examinations. There are three types of tutoring available: drop-in, one-to-one, and online (math only). Of the top 45 freshman-enrolled courses, 84 percent used tutors (complete data is available in the Resource Room). During the 2007–08 academic year, a total of 38 IPFW courses were identified as having high incidences of Ds, Fs, or withdrawals and also had over 100 students enrolled in multisections of the course. Of those courses, 95 percent had tutors available. The range for the percentage of students seeking tutoring is 0 percent to 24.81 percent (complete data is available in the Resource Room).

Writing Center. The IPFW Writing Center aims to help writers learn to use language more effectively, produce clear writing appropriate to their purposes and audiences, and develop positive attitudes about writing and about themselves as writers. The center features a writing lab, a library, drop-in consulting, and handouts. In fall 2007, the Helmke Library held mobile librarian drop-in consulting hours in the Writing Center, during which students received immediate help with finding research materials. To supplement the mobile librarian drop-in hours, the Writing Center began offering drop-in consulting, during which students receive immediate help with citing sources of information within their papers and help with reference or works cited pages. The Writing Center also offers campus-wide workshops each semester for all students, faculty, and staff interested in techniques to make their writing faster and easier. During the 2007–08 academic year, a total of 38 IPFW courses were identified as having high incidences of Ds, Fs, or withdrawals and also had over 100 students enrolled in multiple sections

of the course. Of those courses, 82 percent had at least one student visit the Writing Center. The range for the percentage of students seeking tutoring is 0.28 percent to 7.21 percent (complete data is available in the Resource Room). Beginning in 2009, the Helmke Library added instant messaging services to the Writing Center consultants' desktop so that questions could be asked and answered by the library at anytime.

An analysis of the impact of the Writing Center on student grades in first-year writing was conducted, based on data from the 2008–09 academic year. Tables 3-6 and 3-7 show the results of that analysis.

Table 3-6: Effect of Writing Center Consultation on ENG W131 Performance

Grade Group	Writing Center Client		Total
	No	Yes	
ABC	1,482 (70.91%)	325 (87.84%)	1,807
DFW	608 (29.09%)	45 (12.16%)	653
Total	2,090	370	2,460

Chi Square Test shows a significant difference in grades at $p < .0001$

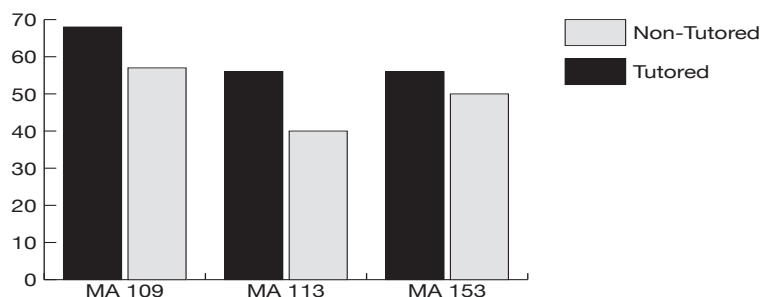
Table 3-7: Effect of Writing Center Consultation on ENG W129 Performance

Grade Group	Writing Center Client		Total
	No	Yes	
ABC	337 (62.41%)	115 (82.17%)	452
DFW	203 (37.59%)	24 (17.27%)	227
Total	540	139	679

Chi Square Test shows a significant difference in grades at $p < .0001$

Math Test Center. The Math Test Center is for students who elect to take Out-of-Class Testing or Flex Pacing. The center is staffed with knowledgeable math teaching assistants. The center allows students to take specific math test(s) more than once, take math tests without a time limit, review errors before retesting, and have the students' highest test scores be calculated in the semester grade. As a result of using Out-of-Class Testing or Flex Pacing, students achieve better understanding of math concepts, reduce test anxiety, and improve scores on math tests. Of the top 45 freshman-enrolled courses, 16 percent used the services of the Math Test Center (complete data is available in the Resource Room). During the 2007–08 academic year, a total of 38 IPFW courses were identified as having high incidences of Ds, Fs, or withdrawals and also had over 100 students enrolled in multisections of the course. Of those courses, 2 percent used the services of the Math Test Center (complete data is available in the Resource Room). One indicator of the Math Test Center's success is the comparison of success rates of students who received tutoring and those who did not. Across three different classes, tutored students had success rates 16.6 percent higher than those who did not seek tutoring (see Figure 3-3).

Figure 3-3: Spring 2009 Math Success Rates of Tutored and Non-Tutored Students

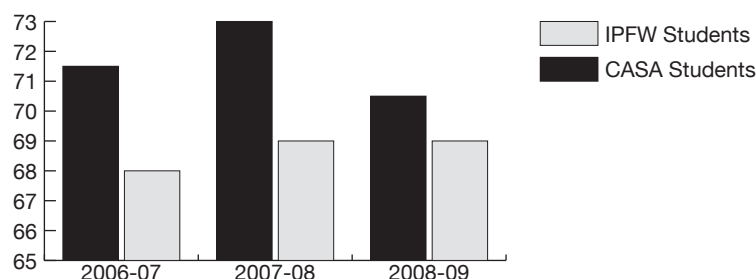


Student Technology Education Programs (STEPS). STEPS offers free technology workshops to IPFW students. Working together, CASA and Information Technology Services offer workshops to provide students with

computer-mediated communication skills essential for college and beyond. Workshop topics include how to use IPFW accounts, Microsoft PowerPoint, Microsoft Word, Microsoft FrontPage, Endnote, and Blackboard. Other workshops focus on formatting papers according to APA or MLA style manuals and how to conduct research using the Web. STEPS workshops are held in a computer lab, so they are hands-on. The workshops are 50 to 90 minutes in length and provide a guide that students may keep for reference. Instructors for the workshops receive training in the applications and use of a computer lab classroom. The curricula for the workshops are developed by CASA, or in some cases, by IU Bloomington and then edited to fit IPFW's computing environment.

Available data demonstrate that students who take advantage of CASA services have better persistence to graduation (see Figure 3-4).

Figure 3-4: Persistence Rates of CASA Students Compared to All IPFW Students



Advising. The mission of IPFW academic advising is to provide comprehensive and professional advising to all IPFW students with attention to the range of student needs that can be addressed by informing and mentoring students in their academic careers, to the diversity of the IPFW student body, and to the goals of higher education. To help achieve this mission, the Office of Academic Affairs, in collaboration with the Office of Student Affairs, has established the Academic Advising Council (see OAA Memorandum 03-04 in the Resource Room and at www.ipfw.edu/vcaa/forms/PDFs/OAA%2003-4.pdf). The council has been charged to:

1. Develop a set of core operating principles that will define and guide the delivery of effective academic advising services at IPFW.
2. Coordinate the delivery of academic advising services across all responsible academic and student affairs departments following the core operating principles.
3. Serve as an advocate for effective advising at IPFW and provide a structure for ongoing communication among faculty, staff, students, and the larger campus community regarding advising issues.
4. Develop action plans to implement changes in advising practices to improve effectiveness, offer training programs to enhance advisor effectiveness, and provide consulting support to individual departments and units.
5. Sponsor the Advising Lunch Talk Series, the IPFW Advisor of the Year Award, and other activities in support of advising services to students.
6. Design standards for evaluating advising and monitor an ongoing assessment and continuous improvement process for academic advising.
7. Recommend policy changes to the VCAA and VCSA and others as needed.
8. Publish an annual report on the state of advising at IPFW.

The council is composed of 22 members including members from each academic college/school, representatives from Student Affairs and the Registrar's office, five other faculty representatives, three student representatives, and a liaison from OAA. The council has developed an Academic Advising Manual (available in the Resource Room and online at www.ipfw.edu/academics/advising/ipfw_academic_advising_manual.pdf) and sponsors a variety of campus events focused on advising each year. These events have included the 2008 Spring Advising

Conference entitled “Linking Advising to Teaching, Learning, and Scholarship” featuring a keynote address by Marc Lowenstein, dean of Professional Studies, at the Richard Stockton College of New Jersey. Council members also regularly present at CELT’s 12 O’clock Scholars Brown Bag Series.

Because of the autonomous nature of each college/school within IPFW, each unit handles advising differently. Some units use full-time nonfaculty advisors while others use only faculty advisors. Advising in the schools and colleges is administered through the units and through Academic Affairs. However, the Mastodon Advising Center (MAC) is a part of Student Affairs. Student athletes are advised by advisors in the Mastodon Academic Performance Center (MAP) as well as in the academic units of their majors.

Mastodon Advising Center (MAC). The Mastodon Advising Center fosters personal development and informed decision making by encouraging students to explore, evaluate, and identify their academic and career goals. Advising is one of many aspects of student learning and helps to inform student decision making throughout the college career.

As part of MAC, the exploratory majors program serves students who do not qualify for regular admission into their intended major and would benefit from additional counseling. Professional advisors in the MAC provide information and direction toward special programs, sound academic skills, and tutorial services. Those students admitted to the program are encouraged to participate in clubs and activities related to their intended major and work closely with professional academic advisors to ensure they reach their educational goals. Students in the program must report their academic progress to their advisors, who can help identify any support services that may be needed. Students who complete at least 12 credits and earn a cumulative GPA of 2.0 or higher are in most cases eligible to declare their academic major. MAC cares about the success of all exploratory students and requires all exploratory students to participate in the Academic Student Achievement Program (ASAP!). The mission of ASAP! is to provide an early warning system that identifies students in need of intervention during a specific semester. Another objective is to enhance relationships and communication among students, advisors, and faculty.

Mastodon Academic Performance Center (MAP). The Mastodon Academic Performance Center’s purpose is to provide ongoing academic, athletic, career, and personal development support for student athletes. MAP also encourages community service by student athletes, with the ultimate goal of supporting the accomplishment of a higher education degree. MAP is further charged to monitor and ensure the continuing NCAA eligibility of student athletes. As a unit within the Office of Student Affairs and separate from IPFW athletics, MAP also holds responsibility for interpreting and implementing IPFW policies as they relate to student athletes. MAP advisors provide some academic advising support for student athletes, but student athletes are required to work with their assigned primary advisor from their academic departments in order to assure that department requirements and expectations for graduation are met. As noted earlier, MAP has had considerable success as 14 of 16 teams have achieved at least a 3.0 GPA for team averages for six consecutive years.

International Student Services (ISS). ISS serves as the initial contact for all students from abroad and remains a point of reference during their years on campus. ISS’ emphasis is on creating a welcoming environment that, in turn, builds trust and fosters personal and intellectual growth that students can take back to their home country. The office promotes cross-cultural awareness and seeks to build mutual respect by providing a venue for cultural, educational, and social events for students, faculty, and the community-at-large. ISS also assists international students with partial scholarships. Furthermore, ISS is responsible for international students’ application/admission process, immigration advising, social and culture advising, and many other services. ISS provides activities, workshops, excursions, and one-to-one immigration advising in order to promote academic success as well as growth and cross-cultural understanding. ISS also provides mandatory orientation sessions for all new international students at the start of every fall and spring semester. This orientation is for both undergraduate and graduate students. During the orientation, students receive crucial information that helps them adjust to IPFW and life in the United States. Topics include student life, academic advising, course registration, housing, opening a bank account, international student responsibilities, and much more. After attending the orientation, students receive their IPFW Student ID Card, and are prepared to start classes.

Services for Students with Disabilities (SSD). The SSD office has as its primary mission to ensure that all students with disabilities can freely and actively participate in all facets of university life and to provide and/or coordinate support services and programs that enable students with disabilities to maximize their educational potential. The SSD program has an advisory board of students, faculty, and staff, who are appointed by the vice chancellor for student affairs. The committee advises SSD and makes policy recommendations to the vice chancellor. SSD has a special resource facility in Walb Union. The facility is equipped with talking and large-display computers, a reading machine, electronic spell checkers, cassette transcription machines, specially adapted cassette recorder/players, Braille equipment, carbonless note-taking paper, and more. This is where accommodated exams are proctored, work-study readers are assigned, and special materials are stored. Students with disabilities are encouraged to use the resource room for their special academic needs. IPFW is an institutional member of the Association on Higher Education and Disability.

IPFW has a student organization for students with disabilities which anyone in the IPFW campus community may join. The name of the officially recognized student organization is **disAbled Students Excelling in Leadership (dASEL)**. dASEL's mission is to serve as students' sounding board to the university administration and to provide a forum for students and other interested persons to meet in mutual support. Membership in dASEL develops leadership and exemplifies academic and personal success.

Office of Diversity and Multicultural Affairs (ODMA). ODMA offers programs that engage K–12 youth in programs at IPFW that bridge the gap for students transitioning from high school to college, and provides an array of support services for students who are on campus. Interaction begins early with youth in elementary and middle school and continues through high school and college years. Four of the office's programs are highlighted below.

- *Envision a Bright Future* begins with students enrolled in fifth grade. Students are recruited through schools, churches, and community centers. The program exposes middle school youth to IPFW students, campus, and programs such as the Twenty-First Century Scholars program (see below) that will help pay for their college education. The middle school students are exposed to new vocabulary about college, degree programs, and accreditation.
- *Life After High School* is a summer youth program supported by a grant from the Foellinger Foundation. The majority of the children (68 percent) receive free or reduced cost lunch. These youth also qualify for the Twenty-First Century Scholars program, which is an incentive program in the State of Indiana that provides tuition for low-income youth to attend college. The 2007 Life After High School program focused on careers in hospitality management and music therapy and the 2008 program focused on careers in forensic science.
- *The Twenty-First Century Scholars Program* is designed for low-income students seeking a higher education in the State of Indiana that was started in 1990 by then-Governor Evan Bayh. Families can enroll their children, in grades 6–12, in the state-funded program, which provides tuition to any two- or four-year in-state university. Students must be members of families that meet income requirements, maintain at least a 2.0 on a 4.0 grade-point average in high school and college, and be drug-free with no criminal activity to remain in the program. IPFW is one of 16 Twenty-First Century Scholars sites in the state and manages over 6,000 students who are enrolled in this region. The program provides summer programs for students, after-school activities, and workshops for students and parents concerning college admission and financial aid.
- *Upward Bound* at IPFW is supported by a \$2 million grant for a four-year period. The mission of the program is to prepare participants for entrance into a college or university. Currently, there are 102 students enrolled in the program, and at least 30 percent of these students are considered to be at-risk. Support services such as after-school tutoring, campus visits, preparation for college entrance tests, and weekend programs take place during the academic year to help these students achieve success. In addition, summer residential programs on college campuses supplement the academic year programming. IPFW's retention rate of 72 percent is above the 65–70 percent target range.

Clearly, IPFW offers students a wide array of support and opportunities to ensure effective learning environments. The university's orientation programs begin by setting the right tone, the First-Year Experience program continues the focus on acclimating students to an academic environment, the academic programs challenge students to think in a variety of ways, the academic support programs enable students to be successful in the classroom, and the community programs allow students to apply academic concepts beyond the confines of a traditional classroom.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

IPFW's Strategic Plan 2008–14 clearly identifies support for student learning and effective teaching as a high priority. Goal One in the plan identifies strategic initiatives and action priorities directed at providing innovative, relevant, and rigorous academic programs to foster learning and create knowledge. These include:

- expanding the use of active learning pedagogies to enhance student learning
- expanding and supporting the effective use of instructional technology
- increasing student research, internships, study abroad, international experiences, Honors Program participation, and other forms of experiential learning
- building a learning commons in Helmke Library
- increasing library resources and services to support teaching, learning, and research
- creating attractive and effective learning spaces throughout the campus
- expanding the number and scope of the Centers of Excellence as centers for research and engagement.

Since IPFW's last self-study for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 2000, the number and quality of resources available to support learning and teaching has increased considerably. The Walter E. Helmke Library provides a comprehensive program of resources and services that support and enhance teaching, learning, and research. In addition, individual degree programs offered at IPFW support the classroom experience with a variety of relevant and real-life experiences. Illustrative of the type and extent of IPFW's resources to support learning and teaching outside the classroom environment are the experiences offered by Department of Anthropology in the College of Arts and Sciences; the Richard T. Doermer School of Business and Management Sciences' International Program and Curriculum Connection; the School of Education Counselor Education Program's Counselor Education Center; the College of Engineering, Technology, and Computer Science's four Centers of Excellence; the College of Health and Human Services' hospitality management program's new laboratory at the Holiday Inn at IPFW and the Coliseum; and the College of Visual and Performing Arts' new John and Ruth Rhinehart Music Center.

Walter E. Helmke Library

The library is a full partner in the teaching and research mission of the university. Its goals are fully integrated with the university's Strategic Plan and contribute to all of the university's three overarching goals: to foster learning and create knowledge, to develop quality of place and experience, and to contribute to the development of the northeast Indiana region. It is physically and academically at the heart of the university.

While the materials budget of the library has not grown substantially in the last 10 years, access to thousands of research materials in all disciplines, primarily in electronic format and available around-the-clock, has increased significantly. The library subscribes to over 30,000 bibliographic and full-text databases and journals in all disciplines taught at IPFW. Its collection of print materials includes over one million books, government documents, DVDs, maps, and other materials. This wealth of resources is made possible primarily through consortium contracts with the Indiana University Libraries, the Academic Libraries of Indiana (ALI), the Committee on Institutional Cooperation (CIC), Indiana Cooperative Library Service Authority (INCOLSA), the Indiana State Library, and other partners that provide considerable savings in subscription costs over individual institutional pricing.

In addition, the IPFW library offers a state-of-the-art document delivery service to all students and faculty. Within the IU Libraries system, all faculty, staff, and students can request items directly from any IU campus library through IUCAT and have the material delivered to them with the same checkout period as all faculty, staff, and students throughout the system. Using the library's linking tool, FIND IT, students and faculty can automatically download citations located from any of the library's online databases into the Document Delivery System (DDS). Students and faculty benefit from the library's vast resource sharing network that includes most United States and many foreign libraries. The library's DDS provides electronic delivery of nonreturnables to the desktop from within an hour to an average two days. Books are delivered on average from within two to seven days, and for faculty they are delivered directly to their offices. In the last two years, the library, supported by the Division of Continuing Studies, has added a new delivery service for students that sends scanned copies of articles available from the library's print collection to the desktop. This assists all students, but particularly distance education and students with disabilities, in obtaining materials at no cost. In addition, the library purchased a digital microform printer that provides electronic copies of materials on microfiche and microform. The goal of all these efforts is to provide effective, seamless access to a world of information delivered in a timely manner.

Faculty and students who are traveling can obtain reciprocal borrowing cards that allow them to check out materials from any of the ALI libraries. Faculty also have reciprocal borrowing privileges at CIC libraries (Big Ten plus the University of Chicago) and numerous academic libraries nationwide that participate in the WorldCat Faculty Reciprocal Borrowing Program.

The library evaluates and assesses its document delivery service continuously and uses statistics and patron request behavior to make purchase decisions and procedure and policy changes. The Helmke Library is one of a few libraries in the United States that uses time-of-need requests for books through document delivery to purchase the books instead, providing the students and faculty with the material quickly. Data show that books purchased through this program circulate more than books purchased through regular selection methods. The library has also developed an access/ownership-cost/benefit analysis to make purchase and cancellation decisions for serial subscriptions. This system has made it possible to spend limited dollars on the specific needs of IPFW students and faculty and use DDS to obtain articles from journals used on an irregular basis.

The library, with the support of the vice chancellor for academic affairs, began its digital library program in 2006. mDON, mastodon Digital Object Network (<http://mdon.lib.ipfw.edu>), is an initiative of the IPFW Helmke Library to create and provide access to digital collections that foster an understanding and appreciation of IPFW, Fort Wayne, and northeast Indiana. It moves the library beyond collecting and distributing published, accessible collections to providing electronic access worldwide, 24/7 to unique materials that document the history and development of IPFW and northeast Indiana. Since 2006, the library has created 13 digital collections containing over 13,000 items. The collections showcase IPFW student artworks, theatre productions, and musical performances; IPFW history through photographs; and video of IPFW faculty presentations. These faculty presentations include American Democracy Project panels, talks, and debates; the Arts and Sciences Distinguished Lecture Series; and Featured Faculty lectures. In addition, through five successive federal digitization grants, Helmke Library has provided access to unique primary source material that can now be studied and analyzed in new and in-depth ways. These include materials documenting the history of the Miami Indians in northeast Indiana; precinct-by-precinct election results from Allen County, Ind., from 1852 to 1967; Fort Wayne city ordinances, codes, and annual reports from the late 19th and early 20th century; and maps, field notes and survey plats of Indiana public lands from 1785 to 1850.

The Helmke Library operates on a liaison model that offers a librarian dedicated to providing a full range of services to the faculty and students in each academic department. Librarians build and maintain collections, provide in-depth research assistance, teach information literacy in a variety of venues and formats, provide support for faculty in their research efforts, collaborate with faculty and students in creating digital collections, and work with faculty in new program development, program review, and accreditation reports.

The Helmke Library is one of a few libraries nationwide that moved beyond the traditional reference desk. A team of highly qualified and trained information assistants and librarians provide reference and research consulting services on a triage model that offers face-to-face assistance to all who walk through the doors and virtual services by phone, e-mail, instant messaging, and an intuitive self-help Web site. Trained information assistants screen questions and refer research consulting inquiries to librarians who are available in-person, by appointment, and via telephone, e-mail, and instant messaging. Recently the library has begun offering mobile reference services in which librarians take laptop computers to various locations on campus where students congregate, such as the Writing Center and nursing department computer lab, to assist students on the spot. Reference transactions of all types are tracked and evaluated using the library's RefStats and LibStats computer program that provides data on who is asking questions, what questions are asked, when the questions are being asked, and how (medium) the questions are being asked. These data are used to evaluate the information needs of the IPFW community.

In 2000, the Senate Library Subcommittee established a Task Force on Information Literacy charged with defining information literacy, especially as it contrasts with computer literacy. The task force's report in April 2001 recommended that faculty and librarians collaborate to identify and promote basic proficiencies, increase awareness of information literacy issues, and develop instructional materials to increase student success in seeking and using information. The Senate Library Subcommittee adopted an information literacy goal that defined an information literate IPFW student as one who

understands the role, value, and power of information in modern society, and understands the process and importance of scholarly communication in industry, government, and nonbusiness organizations. Additionally, the information literate student appreciates how information may be used to improve the quality of life; with this knowledge, the student realizes the global networking capabilities he or she now possesses, and will seek to attain further information literacy skills in support of lifelong learning.

From this definition, the librarians at the Helmke Library identified the core elements of information literacy and began developing information literacy tool kits that consist of a variety of options for students and faculty. The librarians have developed a dynamic Web site that is a virtual landscape in which IPFW students, faculty, and staff can expect to encounter high-quality information resources, tools, and services designed to improve information literacy. The Helmke Library Web site aims to deliver resources suited to the different stages of information seeking. Some of these resources target the instructors of beginning students. Others are aimed at the novice researcher. All are designed to help students develop and enhance their repertoire of information literacy proficiencies. Most recently the library has collaborated with administration and faculty to tie its information literacy competencies to the Baccalaureate Framework.

Additional resources include a broad array of guides, tutorials, and tools to make research more rewarding. The librarians at IPFW regularly produce and update these guides and tools. The Web site also identifies services and contacts centered in Helmke Library and extending beyond the library's boundaries.

The library provides a library orientation as part of SOAR for students and parents, train-the-trainer instruction for faculty teaching beginning composition courses, "Ask a Librarian" presence in the campus course management system, Blackboard Vista, online course reserves, online self-guided tour with quiz, online tutorials on how to search IUCAT and how to find an article, a host of Web guides including *Is Your Journal Scholarly* and *Is Your Web site Credible*, and reference consulting that incorporates information literacy proficiencies into the reference transaction. Students in upper-division courses can expect to receive in-class library instruction sessions targeted at the resources needed for the research assignment, face-to-face research consulting appointments with the librarian liaison in the subject area, online course reserves, online course guides with links to point-of-need tutorials as appropriate, presence in the course management system as requested by faculty, and in some cases, such as the distance education W233 writing course and nursing informatics courses, co-instruction with the faculty member. As liaisons to departments, librarians often attend departmental meetings; provide input into program review documents; assist with accreditation reports and visits; assist with citation searches; meet with prospective hires; serve on search and screen committees; provide orientation for new faculty; provide instruction on new library resources and services; and play a key role in First-Year Experience, Foundations of Excellence, DECCO, Removing Service Barriers, CELT, Graduate and Undergraduate Curriculum Review, and other faculty and administrative committees.

Learning Commons

One of the action priorities in IPFW's 2008–14 Strategic Plan is to build a learning commons in the Helmke Library. These efforts are discussed in more detail in Chapter Two of this study. The IPFW learning commons will be integrated within the new Student Services Complex, which is currently under construction and will be completed by the end of 2011. The facility will bring together multiple campus partners, including librarians and support staff from IPFW's Helmke Library, Writing Center consultants, Learning Center tutors, STEPS (Student Technology Education ProgramS) student technology trainers from the Center for Academic Support and Advancement (CASA), student computer-lab technicians from Information Technology Services (ITS), and Studio M lab consultants from the Center for the Enhancement of Learning and Teaching (CELT). All of these partners share the mission to foster academic success, from a student's first year at IPFW through graduation. Students will be able to take an idea through the research and writing process to the finished paper and presentation.

Library Assessment Across All Groups

In 2003 the library administered LibQUAL+™, a national survey developed by the Association of Research Libraries and Texas A&M University libraries, to IPFW faculty, undergraduates, graduate students, and staff. LibQUAL+™ is a service-quality assessment tool that relies on users' judgment to determine satisfaction with library service. Quality of service can be assessed by comparing the zone-of-tolerance score, which is the positive or negative difference between the user's minimum expectation for the service and his or her current perceived level of service quality. Service adequacy is calculated by subtracting the minimum score from the perceived score on any given question. A negative service adequacy score indicates that your users' perceived level of service quality is below their minimum expected level of service quality. A positive service adequacy score indicates that your users' perceived level of service quality is above the minimum expected level of service quality.

On a scale of 1–9 with 9 representing “strongly agree” or “very satisfied,” respondents rated the library 7.40 on the statement, “In general, I am satisfied with the way in which I am treated in the library,” and 7.11 on the question, “How would you rate the overall quality of the service provided by the library.”

Insights gleaned from responses to specific questions include two negative service adequacy scores and several moderately positive adequacy scores.

Table 3-8: Helmke Library LibQUAL+™ 2003 – Negative Results

Question	Minimum Mean	Perceived Mean	Adequacy Mean
Print and/or electronic journal collections I require for my work	6.51	6.31	-0.20
Printed library materials I need for my work	6.69	6.33	-0.36

Table 3-9: Helmke Library LibQUAL+™ 2003 – Positive Results

Question	Minimum Mean	Perceived Mean	Adequacy Mean
Comfortable and inviting location	6.02	7.41	+1.13
Giving users individual attention	6.35	7.15	+.80
Community space for group learning	5.40	6.16	+.76
Employees instill confidence	6.05	6.77	+.71
Quiet place for individual activities	6.23	6.86	+.63
Employees consistently courteous	6.93	7.55	+.62
Timely document delivery services	7.07	7.67	+.60

Major differences in the overall ratings were from undergraduates who gave poor ratings to the library as a space that inspires study and learning and staff readiness to respond to user's questions. Graduate students gave a low satisfaction rating to the library Web site as a tool to locate information on their own.

This LibQUAL+™ survey conducted in 2003 provides good baseline data but needs to be repeated in order to assess whether changes made since then have improved the perceived satisfaction rate in the areas of journal and book availability. It would appear from the results of the 2008 Higher Education Research Institute (HERI) survey that among faculty, the library has made significant strides in access to resources and Web services.

Assessment by Students

The Noel-Levitz Student Satisfaction Inventory was administered to IPFW students in 2002 and 2006. In the overview of strengths, challenges, and trends, the 2006 report found that the response to “library resources and services are adequate” was a strength.

The National Survey of Student Engagement (NSSE) administered in 2006 does not have any specific library questions. However, in areas related to library resources and services, the data show that freshmen and seniors who have written reports between 5 and 19 pages responded between “some” to “quite a bit.” Both results were comparable to IPFW’s peer institutions identified in the strategic plan.

Table 3-10: National Survey of Student Engagement (NSSE) 200

	IPFW	Selected Peers	Carnegie Peers
In your experience at your institution during the current school year, about how often have you done each of the following: 1=never, 2=sometimes, 3=often, 4=very often			
Worked on a paper or project that required integrating ideas or information from various sources	Freshmen 3.09	Freshmen 2.96	Freshmen 3.04
	Seniors 3.26	Seniors 3.27	Seniors 3.32
During the current school year, about how much writing have you done? 1=none, 2=between 1 & 4 pages, 3=between 5 & 10 pages, 4=between 11 & 20 pages, 5=more than 20 pages			
Number of written papers between 5 and 19 pages	Freshmen 2.30	Freshmen 2.17	Freshmen 2.26
	Seniors 2.40	Seniors 2.45	Seniors 2.58

Assessment by Faculty

The Higher Education Research Institute (HERI) Faculty Survey was conducted at IPFW in 2002 and 2007–08. Two IPFW institutional questions specifically addressed satisfaction with the library. Satisfaction results were tallied into three categories: high satisfaction/agreement (80 percent or more respondents indicated “satisfied” or “very satisfied”); moderate satisfaction/agreement (60 to 79 percent of respondents indicated “satisfied” or “very satisfied”); and low satisfaction/agreement (59 percent or less of the respondents indicated “satisfied” or “very satisfied”).

Library services provided by Helmke Library through the Web access system received a 73.8 percent moderate satisfaction/agreement rating in 2002, but rose to the second highest rating of all questions in the 2007–08 survey with a 94.8 percent high satisfaction/agreement score. Library resources available through the Helmke Library received a 66.8 percent moderate satisfaction/agreement rating in 2002, but in 2007–08 the faculty gave the library an 84.5 percent high satisfaction/agreement rating. Clearly, IPFW faculty are very satisfied with library resources and services.

In addition to library specific questions, the HERI survey included questions related to the value of information literacy instruction and assignments that should require the use of library resources and services. The data show that faculty highly value students’ need to learn how to evaluate the quality and reliability of information, an instructional service provided by librarians.

Table 3-11: Higher Education Research Institute Faculty Survey – 2002 and 2008

Evaluation	Item Evaluated	IPFW 2002	IPFW 2008	Public 4 Yr. 2008
Goals for undergraduates noted as “very important” or “essential”	<i>Help students evaluate the quality and reliability of information</i>		96.9	97.0
Factors noted as a source of stress for you during the last two years	<i>Keeping up with information technology</i>	73.1	52.2	55.2
Aspects of your job with which you are “very satisfied” or “satisfied”	<i>Resources available through the Helmke Library</i>	66.8	84.5	
	<i>Services of Helmke Library through Web access</i>	73.8	94.2	
Methods you use in “all” or “most” of the courses you teach	<i>Student Presentations</i>	32.7	39.9	45.8
	<i>Term/Research Papers</i>	33.1	49.7	43.2
In your interactions with undergraduates, how often do you encourage them to:	<i>(Frequently) Evaluate the quality or reliability of information they receive</i>		77.7	75.1
	<i>(Frequently) Look up scientific articles and resources</i>		58.2	56.7

Budget and Staffing

The evaluation team for IPFW’s last North Central accreditation in 2000 cautioned that the library’s budget “is handsomely supplemented by the income (\$200,000) from a \$4 million endowment. The administration needs to ensure that the availability of endowment income does not become an excuse for lowering institutional support.” The IPFW Strategic Plan for 2001–07 targeted an increase of \$350,000 for library collections and staff support to be raised primarily from gift funds, but only half of that amount was realized. This is even more striking when compared to the goals set and achieved in the other categories: faculty support 395 percent; scholarship funds 465 percent; student support 517 percent; classroom/labs 184 percent; equipment/support 420 percent; research support 587 percent; regional outreach 1,395 percent, and new programs 68 percent. The 2008–14 IPFW Strategic Plan includes a targeted increase of \$500,000 for library collections and services, again primarily from gifts. The library’s budget remains relatively flat with no new staff and only \$5,000 of new materials money allocated in the 2008–09 budget cycle.

While the library does not have an accrediting body or process, the Association of College and Research Libraries (a division of the American Library Association) did establish in 1995 quantitative standards for academic librarian staffing. The formula uses two benchmarks for determining the maximum load for librarians — 500 FTE students per public services librarian and 100,000 volumes per technical services librarian. According to this formula, the IPFW library should have 17.4 public service librarians (8,737 FTE students/500), but currently has seven, and the library should have 10.5 technical service librarians (1,051,154 volumes/100,000), but currently has two. Librarian staffing for IPFW as a comprehensive Master’s I university should at minimum be 28 librarians. The Helmke Library has 10 tenure-track librarians and one visiting librarian, and employs two part-time librarians for a total of 10 hours/week.

Comparative data with peer institutions is another way to judge staffing expectations. Comparisons with IPFW’s 2001–07 peer institutions ranked the Helmke Library 13 out of 13 in library materials expenditures per FTE. The library ranked 12 out of 13 in total staff per FTE and total librarians per FTE. IPFW has recently selected a new set of peer institutions. Within this group the Helmke Library ranks last (12th out of 12) in total staff per FTE. In another comparison of libraries within the Indiana University regional campus system, IPFW library ranks last in expenditures per FTE, librarians per FTE, and staff per FTE students.

Information Technology Services (ITS)

IPFW has 96 classrooms that have the capacity to accommodate 4,551 students at any given time. Eighty-three (86 percent) of those classrooms have built-in technology. It is IPFW's goal to have 100 percent of classrooms permanently equipped with technology by 2011. Of course, classrooms must be updated as machines become outdated. Each student is charged a technology fee when registering for classes. Part of those monies is used for installing and updating classroom technology. The funds are also used for computer labs.

IPFW has 12 computer labs on campus. Five of those are scheduled labs, meaning that they can be reserved for an entire class to use at one time. Faculty can reserve a computer lab and take an entire class there to work on a project.

Seven computer labs, in five different building across campus, are open-access for students. In those labs, there are 309 workstations. Because of student demand, a Macintosh lab was opened in August 2008. This lab supports 27 workstations. In addition, students have access to free printing in all of these computer labs. Information Technology Services (ITS) supports 39 printers in the various computer labs. This service to students costs approximately \$145,000 (10 percent of budget) a year in paper, toner, and maintenance/repairs. As this is a significant portion of the technology fee budget, administrators are trying to determine if limits should be placed on printing or if students should begin to pay a nominal fee for printing.

Table 3-12: Typical Usage in Open-Access Computer Labs, survey conducted Feb. 10–18, 2009

Computer Lab	Users	Logins
SB G15*	366	454
WU 221	275	450
KT 204*	293	388
KT 217*	724	978
LB 137 & LB 143	416	570
NF B71	236	304

*These labs are not open on Saturday and Sunday.

Students access and use the open computer labs on a fairly regular basis. Table 3-12 shows the number of users and logins for the seven open-access labs during the time period of Feb. 10–18, 2009. This data suggests that over 2,300 students used university-supported technology during this seven-day period. The period surveyed is not a heavy lab usage period, as it was prior to midterms and finals, when computer lab use is at its highest. Clearly, a significant portion of the student body (19.2 percent) takes advantage of the computer labs on a regular basis.

A comparison of Noel-Levitz responses between the 2002 and 2006 survey found continued dissatisfaction with the availability and accessibility of computer labs. This remains a challenge that needs to be addressed. The Noel-Levitz Student Satisfaction Inventory is based upon a Likert-type rating scale of 0–7. In fall 2002 students rated the importance of adequate computer labs and accessibility of labs at 6.27, but gave a satisfaction rating of 5.29, a negative adequacy score of -.98. In fall 2006 students rated the importance of computer labs to be 6.24. With a satisfaction rating of 5.11 the negative adequacy score rose to -1.13.

The National Survey of Student Engagement (NSSE) data provides evidence that IPFW students (First-Year and Seniors) use technology at rates comparable to IPFW's selected peers and Carnegie peers.

Table 3-13: National Survey of Student Engagement (NSSE) 2006

In your experience at your academic institution during the current school year about how often have you done each of the following: 1=never, 2=sometimes, 3=often, 4=very often						
	IPFW		Selected Peers		Carnegie Peers	
Used an electronic medium (listserv, chat group, Internet, IM, etc.) to discuss or complete an assignment	Freshmen	2.49	Freshmen	2.50	Freshmen	2.61
	Seniors	2.80	Seniors	2.82	Seniors	2.85
Used e-mail to communicate with an instructor	Freshmen	2.87	Freshmen	2.77	Freshmen	2.97
	Seniors	3.09	Seniors	3.14	Seniors	3.27
To what extent does your institution emphasize each of the following: 1=very little, 2=some, 3=quite a bit, 4=very much						
Using computers in academic work	Freshmen	3.28	Freshmen	3.21	Freshmen	3.28
	Seniors	3.42	Seniors	3.39	Seniors	3.45
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas: 1=very little, 2=some, 3=quite a bit, 4=very much						
Using computing and information technology	Freshmen	2.96	Freshmen	2.96	Freshmen	2.98
	Seniors	3.15	Seniors	3.19	Seniors	3.21

An additional technology feature that has been added at IPFW is the availability of wireless Internet access on campus. To date, all 10 major buildings provide wireless access. If students experience problems, they can contact the help desk or they can schedule an appointment for one-on-one assistance.

CELT and ITS support Studio M, a multimedia lab, for student use. A needs assessment was conducted in summer 2006, which revealed:

- 24 percent of departments on campus were ready to integrate multimedia in one or more courses
- 20 percent of students surveyed had taken a course that required multimedia
- 65 percent of students had considered using multimedia in a course project that did not specify its use
- 60 percent of students said they would use the resource if available.

The primary purpose of Studio M is to increase students' understanding and use of visual media by providing the resources for students to develop and present projects using multimedia and visualization in connection with their course work. Studio M supports the following: 1) 2-D/3-D animation, layout, modeling, and rendering; 2) audio and video editing and post production; 3) CD/VD authoring; 4) interactive media creation; and 5) Web authoring. Table 3-14 provides evidence of student usage of Studio M.

Table 3-14: Use of CELT/ITS Multimedia Labs

2008	2007	
1,884	813	Number of uses/visits/appointments of Studio M
561	Not available	Individual student users of Studio M
127	Not available	Courses for which students used Studio M
110	Not available	Faculty teaching courses for which students used Studio M
68	45	Individual faculty/staff users of Studio T2 (faculty multimedia lab)

As Studio M is relatively new, an assessment plan is currently being developed to gather and analyze data on customer satisfaction and specific student learning outcomes. However, given its demand, the vice chancellor for financial affairs provided funding to expand Studio M into a portion of an existing student computer lab in Walb, doubling its capacity.

The HERI data provides evidence of faculty members' satisfaction with the resources and technology available at IPFW. They rate, for example, satisfaction with the equipment placed permanently in classrooms at 68.1 percent, an increase in satisfaction of 14.6 percent since 2002. The survey provides some conflicting data concerning the use of technology in the classroom. In the 2008 survey 84.2 percent of faculty "strongly agreed" or agreed "somewhat" that "there is adequate support for integrating technology in my teaching." At the other end of the scale, only 24.5 percent of faculty believe that the statement "faculty are rewarded for their efforts to use instructional technology" is "very descriptive" of IPFW. While low, this rating is still higher than at other public universities participating in the survey.

Table 3-15: Higher Education Research Institute's Faculty Survey 2002 and 2008

		2002 IPFW	2008 IPFW	2008 Public 4 Yr.
During the past two years, have you engaged in any of the following activities?	Taught a course exclusively on the Internet	9.9	25.3	19.9
	Placed or collected assignments on the Internet	49.4	74.8	73.3
Attributes noted as being "very descriptive" of your institution	Faculty are rewarded for their efforts to use instructional technology		24.5	21.8
Aspects of your job with which you are "very satisfied" or "satisfied"	Office/lab space	69.1	53.8	61.9
	Programs and services provided by Information Technology Services (ITS)		77.1	
	Instructional technology equipment placed permanently in selected classroom	53.5	68.1	NA
	The programs and services provided by the Center for the Enhancement of Learning and Teaching (CELT)	54.7	74.5	NA
Do you agree "strongly" or "somewhat"?	There is adequate support for integrating technology in my teaching		82.4	82.0

Special Resources Available for Faculty Teaching & Student Learning Outside Traditional Classroom Instruction

The university maintains a number of laboratories, and offers special programs that provide students with experience outside the typical classroom. Some of these include:

College of Arts and Sciences — Department of Anthropology

Students in anthropology have access to a general anthropology laboratory, an archaeology laboratory, a bioanthropology preparation laboratory, an extensive cast collection that includes both fossil and modern hominids, and an extensive research collection of Midwest lithics and ceramics. In addition, students have the opportunity to be a part of the IPFW Archaeological Survey's Research Experience for Undergraduates. The IPFW Archaeological Survey offers an archaeological field school, funded by the National Science Foundation, that focuses on practical field experience, including archaeological survey, excavation techniques, and preparation of field documents.

Informal lectures on various aspects of Indiana prehistory provide students with a basic background in the cultural history of the region and the proper use of a variety of research methods and field techniques. IPFW anthropology students can also take part in archaeological excavations as part of the survey's Northeastern Indiana Paleo-indian Project focused in Adams, Allen, Huntington, Kosciusko, Wells, and Whitley counties; research at Strawtown in central Indiana; research at the Prather site (12-Cl-4) and Clark's Point site (12-Cl-3) in Clark County, Ind.; and geophysical remote sensing and excavations at the French and Wea Indian village of Kethtippecanunk.

Richard T. Doermer School of Business and Management Sciences

The Doermer School of Business and Management Sciences has a growing number of learning and teaching experiences available to students and faculty that supplement and enhance classroom instruction. Two examples of these opportunities are the International Program and Curriculum Connection. The International Program is a unique experiential learning opportunity to work with regional firms that are investigating possible entry into a foreign market, and to travel overseas as part of that learning. Students, working in teams, serve as consultants to the local firms and prepare and present detailed business plans to the client firms. This course includes regular classes before and after the trip. The classes are designed to prepare the student for the cultural differences to be encountered and to understand the specific situation of a northeast Indiana firm interested in exporting to, or doing business in, the subject nation.

The experiential highlight of the course is an all-expense-paid 8-to-10-day study trip (including airfare, hotel, and meals) to IPFW's partner academic institution in the country under consideration. While on location, students attend lectures and seminars at the host academic institution on topics that range from local culture to local business practices. The international study trip also includes visits to local companies and cultural outings. The intent is to gain an intensive immersion into the host nation's cultural and business environment, which then forms the foundation of the report prepared for the client firm. An SBMS faculty member, who has the primary responsibility for this course, accompanies students on the international trip. As "consultants" to the local firm, the student team prepares and presents a detailed business plan for the client's consideration and possible implementation. The student's grade is determined by his/her participation in the seminar classes in Fort Wayne and the overseas host institution, the business plan developed by the team, and an individual essay of about 1,000 words.

Recent on-site trips include destinations such as Grenoble, France, Grenoble Ecole de Management in fall 2003, 2004, 2005, 2006; Monterrey, Mexico, Monterrey Tech (ITESM), in spring 2002, 2003, 2004, 2005, and fall 2007; and China, Fudan University in Shanghai and Beijing University in Beijing in spring 2007, 2008, and 2009.

The Curriculum Connection is a strategic initiative of the Doermer School of Business and Management Sciences that is intended to support the mission of the school to achieve excellence in education and contribution to regional economic development by connecting the curriculum to the practice of business in northeast Indiana. The businesses are northeast Indiana firms that seek IPFW contribution to the study of a problem, analysis, or implementation of a current business situation in operations, distribution, marketing, strategy, or innovation. Projects that address these situations are placed in undergraduate and MBA courses in operations management, marketing management, marketing strategy, policy/capstone, or a related elective course.

The projects are significant components in grading of the courses. Generally, multiple teams of students investigate the business situation. At times, the projects have been sufficiently complex to require the subject matter of more than one business course and spanning more than one semester. The EcoVehicle Project was sufficiently broad in scope to require the simultaneous contributions of business students and those from the IPFW College of Engineering, Technology, and Computer Science (ETCS), as well as the College of Visual and Performing Arts (VPA). Students spend the semester working with members of the host company executive team in understanding the business situation. In doing so, they engage in critical thinking, analysis, strategic thinking, and problem solving. They are focused on the end-of-the-semester deliverable — oral and written reports to the management team of the subject company.

School of Education – Counselor Education Program

The IPFW Community Counseling Center is a free community mental health agency that has served approximately 200 to 250 families, couples, and individuals since 1985. The center offers help for individuals (adults and children), couples, and families experiencing personal problems, adjustment reactions, or career counseling concerns. The majority of clients are multiproblem families who either do not qualify for mental health benefits or cannot afford services in the private sector. Due to Fort Wayne's large urban minority population, the clinic serves a diverse client base. The clinic currently uses a client satisfaction survey to determine the effectiveness of counseling services. This has been largely ineffective due to poor survey response by clients after termination from services. A new assessment was developed for implementation by fall 2009. This assessment is already being used in other counselor training clinics and will incorporate therapist, client, and supervisor perception in determining counseling effectiveness. Assessments will be completed on-site in order to improve client response.

In addition, for the past three years an experimental, off-site extension of the IPFW Community Counseling Center has been based in local urban schools. The purpose of this off-site approach is to give students an experience in a school setting prior to their school counseling internship, with the same training structure and live-supervision benefits of the campus-based training clinic. The "clients" in this setting are both students and families from the school. This field experience has been based at two elementary schools with high percentages of minority students. One is 5.9 percent Latino, 59.8 percent white, 27 percent black, 6.3 percent Asian, and 1.1 percent Native American, and the other is 4.9 percent Latino, 66.1 percent white, 28.4 percent black, 0.5 percent Asian, and 0.5 percent Native American. At the beginning of the 2008–09 school year, there were more than 80 home languages for students in the Fort Wayne Community Schools. At one school, 10.4 percent of students have a primary language that is not English, while the figure is 1.0 percent at the other. The current process for assessment of counseling effectiveness is one that was adopted in fall 2008. It incorporates the perceptions of children as young as 5 years old by selecting faces in various emotional states in response to two questions: "My counselor liked me today," and "My counselor helped me today." Counselors answer two questions as well: "My client liked me today," and "I helped my client today." The children and counselors complete their assessments after each counseling session. Referring teachers are given a questionnaire asking: "Would you refer another child to this counselor?" and "Did this counselor help with the problem you referred the child for?" Data is still being analyzed comparing the formative process of counselor and client perceptions with the summative assessment of referring teacher's perception of effectiveness.

As a teacher consultation service, the clinic benefits students in a number of ways. The IPFW Counseling Program provides ample opportunity to practice and prepare for implementation of learned approaches. School counseling students participate in two semesters of practicum, and the marriage and family students participate in practicum throughout the entire second year of training, amounting to more than 100 hours of individual and group supervised experiences with a licensed instructor. Through this process, students have the opportunity to interact with "real life" clients in a highly structured, closely supervised environment. Closed circuit video and state-of-the-art technology provide students with mechanisms for viewing and reviewing live sessions, as well as receiving "real time" feedback while working with clients.

College of Engineering, Technology, and Computer Science

The College of Engineering, Technology, and Computer Science (ETCS) has added significant resources for students and faculty in several of its programs (complete list is available in the Resource Room). ETCS has established four Centers of Excellence (including Systems Engineering, Information Analytics and Visualization, and Wireless Communications) that provide students and faculty with enhanced opportunities in applied research and scholarly productivity. The Center of Excellence for the Built Environment (CBE) represents the type of resource support that enables partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

CBE provides opportunities for students and faculty to access resources outside the classroom that enhance learning and teaching. The mission of the center is to promote sustainable, green building practices and to create collaborative endeavors with community partners. In 2007, construction engineering technology seniors, through

the CBE, collaborated with members of the Northeast Indiana Green Build Coalition (NEIGBC) and Habitat for Humanity to design and build a sustainable residence. The house was built, and the project was completed by the end of spring semester 2008. The collaborative process was filmed to create a set of informative DVDs for use by Habitat for Humanity groups throughout the United States and for release to public television stations.

In 2008, CBE obtained the use of Handley Hall on the northeast campus. This 25,000-square-foot building is intended to be a living example of sustainable construction for nonresidential applications. Students will benefit from the experience in qualifying for green collar jobs in wind energy, solar thermal systems, gray-water systems, and building envelopes. It also provides faculty research opportunities and opportunities for multidepartment collaborations. As a community resource, it allows industry partners to research and test their sustainable products, and nonprofit partners will have space for their educational meetings. Web site information on renewable energy installations, educational resources for local high schools and colleges, and energy efficiency resources for homeowners and building owners will also be developed.

College of Health and Human Services — Consumer & Family Sciences, Hospitality Management

In 2008, the six-story Holiday Inn at IPFW and the Coliseum opened as a commercially competitive hotel and as an academic laboratory for students in the IPFW Hospitality Management Program and the Ivy Tech Community College Northeast Culinary Arts Program. The hotel incorporates a teaching facility that was specially designed to meet IPFW and Ivy Tech needs. This facility was completed in summer 2009 and includes a fully functional demonstration kitchen, with a full-size combination oven (hot air, steam, combination retherm, cook and hold, slow cooking, and “crisp and tasty” programming), four burner range (36" heavy duty gas, 18" griddle), 30,000 BTU salamander broiler (infrared burners), fryer (30 lbs.), 20.0-cubic-foot freezer, 20.0-cubic-foot refrigerator, an undercounter dishwasher (complete with pot wash station, disposer, and sink), four 60" work tables on casters, storage facilities, and two hand sinks.

Courses taught at the Holiday Inn also benefit from close collaboration with the hotel's management, allowing students to participate in activities ranging from managing the hotel's restaurant one night a week for one semester, using the hotel's facilities to illustrate engineering front office and housekeeping operations, and more.

College of Visual and Performing Arts — Department of Music

In 2008, IPFW's music program relocated from the basement of the Classroom-Medical Building to the new John and Ruth Rhinehart Music Center, a 110,000-square-foot building dedicated to music education. Student musicians now have 24 separate practice rooms in which to rehearse, with four of those rooms having state-of-the-art recording capabilities. Teaching studios, rehearsal spaces, and practice rooms are acoustically isolated and acoustically calibrated. Floating floors and ceilings, massive walls 16–18" thick, and door seals ensure there will be no vibration, no bounced sound, and no echo.

The facility includes two performance venues, which means two programs can occur at the same time, one in the small recital hall and one in the larger performance hall, without interfering with each other. For acoustic balance, the 1,600-seat Auer Performance Hall and the 250-seat Rhinehart Recital Hall feature wood and canvas reflector panels hanging from the superstructure to accommodate unamplified vocals and instrumentation for the IPFW Department of Music and Fort Wayne Philharmonic musicians, as well as the amplified sound system for the Omnibus Lecture Series speakers.

Faculty and students who want to record rehearsals and performances can now do so on state-of-the-art recording equipment in both rehearsal rooms, the Rhinehart Recital Hall, and the Auer Performance Hall. More space was created for performance instruction, including spacious piano studios large enough to accommodate matching grand pianos and a large sound-isolated percussion studio. The instrumental and choral rehearsal rooms each have adjacent storage for instruments and risers, along with a music library conveniently located between, and easily accessed by, each rehearsal room.

Music education has a dedicated classroom configured like a typical elementary school music room, where future educators will learn to teach. It also has a resource room that houses specialized music education materials. Instruments are now stored on convenient carts and racks with their own closets for storage, saving dozens of hours loading and unloading this equipment.

Assessment of Learning Resources Outside the Classroom

IPFW conducted the National Survey of Student Engagement (NSSE) in 2003 and 2006 and the Noel-Levitz Student Satisfaction Inventory in 2002 and 2006. Table 3-16 shows NSSE results related to the availability of learning opportunities outside the traditional classroom.

Table 3-16: NSSE 2006 Survey: Learning and Teaching Resources

	IPFW	Selected Peers	Carnegie Peers
In your experience at your academic institution during the current school year about how often have you done each of the following: <i>1=never, 2=sometimes, 3=often, 4=very often</i>			
Participated in a community-based project (e.g., service learning) as part of a regular course	Freshmen 1.28	Freshmen 1.42	Freshmen 1.50
	Seniors 1.56	Seniors 1.68	Seniors 1.73
Which of the following have you done or do you plan to do before you graduate? <i>0=have not decided, do not plan to do, plan to do, 1=done (thus the mean is the proportion responding "done" among all valid responses.)</i>			
Practicum, internship, field experience, or clinical assignment	Freshmen .06	Freshmen .09	Freshmen .07
	Seniors .49	Seniors .44	Seniors .50
Study Abroad	Freshmen .02	Freshmen .04	Freshmen .03
	Seniors .06	Seniors .07	Seniors .11
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas: <i>1=very little, 2=some, 3=quite a bit, 4=very much</i>			
Acquiring job- or work-related knowledge and skills	Freshmen 2.57	Freshmen 2.57	Freshmen 2.69
	Seniors 2.83	Seniors 2.95	Seniors 3.05

The Noel-Levitz Student Satisfaction Inventory survey conducted in 2006 included a question on student satisfaction with the availability of experiential learning opportunities (internships, field studies, community service programs) at IPFW. On a Likert-type rating scale of 0–7, students applied a 5.86 importance rating to this item (not as high as a number of other resources and services) and a satisfaction score of 4.79. This question should be asked when the survey is conducted again to determine any change in student perceptions of the importance and satisfaction with this service.

Faculty surveys indicate a high level of satisfaction with university efforts to promote learning outside the classroom. The HERI Faculty Survey conducted in 2002 and 2008 showed that over half of faculty respondents had “collaborated with the local community in research/teaching,” a rate higher than at other public four-year institutions. Forty-two percent of faculty reported that “to provide resources for faculty to engage in community-based teaching or research” is a high priority at IPFW, again a higher rate than at other public four-year institutions.

Table 3-17: HERI 2002 and 2006 Survey: Learning and Teaching Resources

		2002 IPFW	2008 IPFW	2008 Public 4 Yr.
During the past two years, have you engaged in any of the following activities	Taught a service learning course	21.6	24.5	20.9
	Collaborated with the local community in research/teaching		52.2	51.6
Goals for undergraduates noted as “very important” or “essential”	Prepare students for employment after college	72.9	79.9	84.8
	Prepare students for graduate or advanced education	49.4	74.8	74.7
Attributes noted as being “very descriptive” of your institution	Faculty are rewarded for their efforts to use instructional technology		24.5	21.8
Do you agree “strongly” or “somewhat”?	There is adequate support for integrating technology in my teaching		82.4	82.0
Issues you believe to be of “high” or “highest” priority at your institution:	To provide resources for faculty to engage in community-based teaching or research		42	39.1
Methods you use in “all” or “most” of the courses you teach	Cooperative learning (small groups)	41.7	55.1	60.8
	Experiential learning/ field studies	21.0	25.0	31.7
	Recitals/demonstrations	15.2	22.9	22.1

Community Programs

Community engagement and civic duty is a strategic goal of the university. Students are involved in a number of learning activities in the community. A brief discussion of some of these activities follows.

Office of Academic Internships, Cooperative Education, and Service Learning. This office designs and provides structured, academic credit-bearing, community-based opportunities for IPFW students. These opportunities include cooperative education, academic internships, and service learning. The office provided 143 cooperative educational experiences for students in 19 majors during the 2007–08 academic year. Those experiences translated into the following percentages for each college/school:

- College of Engineering, Technology, and Computer Science (45 percent)
- Richard T. Doermer School of Business & Management Sciences (45 percent)
- College of Arts and Sciences (5 percent)
- Division of Organizational Leadership and Supervision (4 percent)

Total student wages earned during that time were \$1,755,675. During 2007–08, over 400 students participated in academic internships and 64 courses offered at IPFW included a service-learning component. The office also assisted students in sending over 1,200 résumés to prospective employers.

Dental Clinics. Through the College of Health and Human Services Department of Dental Education, IPFW has two Dental Clinics. The clinics offer low-cost, high-quality preventative dental services such as cleanings, fluoride treatments, X-rays, sealants, and whitening products. The services are provided by dental hygiene students

supervised by dentists and dental faculty. One clinic is located on the IPFW campus, and the other is in a medically underserved area on the south side of Fort Wayne. In 2008, a total of 1,040 patients were served.

Lafayette Family Health Clinic. This is a nurse-managed clinic affiliated with IPFW's College of Health and Human Services. The clinic provides health, education, and counseling services to underserved populations in northeast Indiana. The majority of the clinic patients are uninsured women who are Hispanic or African American. Services include physical examinations and health assessments, laboratory services, STD/HIV testing, a wide range of DHHS PDA-approved methods of contraception, adolescent services, counseling, education, and community outreach. The clinic is housed in the Lafayette Medical Building, which is located in a medically underserved area of Fort Wayne. Funding is provided by a grant from the U.S. Department of Health and Human Services, through the Indiana Family Health Council. Undergraduate and graduate nursing students provide services in the clinic, which in turn, provides students with the opportunity to work with diverse populations and increase understanding of cultural differences. In 2008, over 1,500 patient visits took place.

Area Health Education Center. The purpose of this center is to recruit underserved youth into health careers. The center provides health career education to elementary, middle, and high school youth. After-school programs and summer camps provide students with hands-on experiences learning about the variety of careers possible in the health arena, the academic requirements that must be met, and resources to assist students with meeting those goals. In 2008, almost 6,000 students participated in programs offered by the center.

College, School, and Departmental Outreach. Many academic units have formal outreach programs. A few are highlighted below.

- The College of Engineering, Technology, and Computer Science and the Division of Organizational Leadership and Supervision offer a growing program of K–12 outreach. Over 2,000 youth participated in this program in 2008. A number of programs are organized such as Lego Tournaments, where youth compete by building models out of Legos; Future City Competition, where students build model cities; Career Days; Bridge Building; Robotics Camps; and Science and Engineering Fairs. A large number of IPFW students, faculty, and staff serve as organizers, observers, and judges at these events. The programs expose K–12 youth to careers in engineering and computer science and provide these youth with an opportunity to interact with IPFW students and faculty.
- Since 1997, the College of Visual and Performing Arts has provided outreach into the community through the IPFW Community Arts Academy. What began as private lessons in dance and music has grown to classes and summer camps that provide art, theatrical, and musical experiences to students in grades K–12. The program runs year-round and served more than 750 youth during the 2007–08 academic year. Scholarships for underserved youth are provided by the Dr. Lewis A. and Anne B. Schneider Foundation.
- Other colleges and schools offer programs for students in grades K–12 during the year, including Physics Camp and Math and Science Camp.

Budgetary Support for Learning

In March 2009 the IPFW Faculty Senate Budgetary Affairs Subcommittee filed its biennial report to the Senate (available in the Resource Room). The report was comprised of the data collected in the Integrated Postsecondary Education Data System (IPEDS) annual finance survey conducted by the U.S. Department of Education and National Center for Education Statistics from 1983/84–2006/07. The finance survey delineates all institutional expenditures by categories, which are primarily consistent throughout this time period. One of these is “academic support,” which includes “expenditures for the support services that are an integral part of the institution’s primary mission of instruction, research, and public service, including expenditures for libraries, museums, audio-visual services, academic-computing support, ancillary support, academic administration, personnel development, and course and curriculum development.”

The Senate Budgetary Affairs Subcommittee included in this report a comparison of IPFW expenditures to the other 13 public universities that confer baccalaureate degrees in Indiana. Their summary of findings from the

report show that IPFW's total expenditures committed to the category of "academic support" are 12th in the state (12/14). They also point out that state funding for IPFW has consistently been below the average and has even lagged behind most other regional campuses in the state, and that IPFW could invest more in its primary mission (instruction, research, and public service) if funding formulas employed by the state legislature resulted in more equitable outcomes. However, it could also be said that within the budget as allocated, IPFW has some ability to make choices as to how the budget is allocated across categories. Determining the right balance of support with limited resources is a significant challenge to the continual improvement of the university's academic programs.

Summary

Strengths

- The university has established an effective set of core learning outcomes with the IPFW Baccalaureate Framework. Since the baccalaureate degree is at the center of the campus' mission, the framework not only guides the delivery and assessment of undergraduate programs, it also serves as a guide for the assessment of nonacademic campus units.
- The university has demonstrated a commitment to assessment that goes well beyond academic program evaluations to include student services and academic support programs.
- The university has developed strong infrastructure for the support of assessment with the creation of the Office of Assessment and the hiring of an assessment director.
- The university recognizes and rewards excellence in teaching in its promotion and tenure policies, and in its annual review procedures. Additional recognitions include numerous university, college/school, and department teaching awards, as well as support for faculty development.
- The university provides excellent support for its teaching and learning activities through FACET, CELT, ITS, and the Helmke Library.
- The university has developed excellent student orientation programs for each of its student constituencies.

Challenges and Opportunities

- While considerable progress has been made in the area of assessment, there remains more to be done to assure appropriate assessment of the Baccalaureate Framework, the general education program, and some academic programs.
- The success of the Program Review process at IPFW has been uneven. The process has been reviewed and redesigned in the past year, and attention to implementation is essential.
- The current budget situation has created uncertainty about the university's ability to adequately support the ongoing development of campus learning environments, including the planned learning commons at the Helmke Library.
- The university needs to clarify the link between its funding processes and its unit assessment findings.
- The university needs to continue to strengthen its retention initiatives, including First-Year Experience programs, and extend some best practices to subsequent years. Particular emphasis should be placed on student progress toward graduation.
- As is true at most universities, IPFW continues to face important budgetary challenges in adequately providing library resources.

Conclusion

IPFW is committed to build more effective learning environments by using program review and assessment of student learning outcomes. The focus of assessment and program review efforts has clearly been transformed from processes that focus on past accomplishments into a more proper focus on making improvements for the future. The university's focus on faculty and staff development, through organizations like CELT and FACET, and its plans

to develop a learning commons in the Helmke Library demonstrate its commitment to being a learning-focused organization. The widespread growth of connections between IPFW's academic units and the outside community, exemplified by activities such as the music and theatre programs of the College of Visual and Performing Arts, the collaboration between the College of Health and Human Services and the new IPFW Holiday Inn at the Coliseum, and the university's Centers for Excellence, demonstrate the strong connection IPFW is making between its academic programs and the broader community. The growth of new academic programs, support programs, and infrastructure positions IPFW as the distinctive public university in northeast Indiana.

The university is proud of its successes but recognizes that assessment, program review, and reflection require that we acknowledge the areas where improvements must be made. Building a culture of assessment across all academic units is an ongoing challenge. Library staffing and budgeting remain low when compared to other state institutions in Indiana. And despite an array of first-year retention efforts, the attrition rate of first-year students remains too high. However, IPFW recognizes these challenges and is effectively marshalling its resources and administrative priorities to overcome these continuing challenges.