SPECIAL MEETING
FORT WAYNE SENATE AGENDA
MONDAY
OCTOBER 3, 2016
12:00 P.M., KT G46

1. Call to order
2. Acceptance of the agenda – K. Pollock
3. Special business of the day
   Executive Committee (Attachment A) – K. Pollock
4. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Approving Non Voting Absent

Attachments:

"Review and Recommendations for Academic Programs and Departments in Response to USAP Recommendations 2.2 and 2.3" (Attachment A)

Review and Recommendations for Academic Programs and Departments in Response to USAP Recommendations 2.2 and 2.3

Carl N Drummond
Vice Chancellor for Academic Affairs and Enrollment Management

September 19, 2016

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Process of Review and Recommendation for Academic Programs

Step three of the Process for Programmatic and Organizational Changes in IPFW Academic Programs and Departments calls for a program-by-program review of the seventy-seven programs considered by the process. Input and responses to the document "A Process for Programmatic and Organizational Changes in IPFW Academic Programs and Departments in Response to USAP Recommendations 2.1 and 2.2" have been fully considered in the creation of this document.

In order to complete the required review and make the required recommendations it is necessary to refer to both the direct metrics of step one and the metric ratios of step two of the Process document. An update of the program performance metrics incorporating data from academic year 15-16 is included as Appendix 1. Additionally, it is has been necessary to consider qualitative information drawn from departmental USAP reports, formal and informal discussions with Department Chairs and Deans, as well as from direct observation of the programs over the past two and one-half years. Importantly, this document assumes that negotiations regarding IPFW governance will not result in a significant disruption to out academic programs and structures. If the health sciences programs move to Indiana University governance the academic organization of the Fort Wayne campus of Purdue University will need to be significantly altered. Many of the recommendations presented in this document are fully implementable under such a scenario. The larger structures of schools and colleges would necessarily need to be reconsidered.

For each academic program a brief review of the current situation includes a summary of metric analysis as well as qualitative considerations. Following this review a set of recommendations and expectations are provided. Frequently the recommendations and expectations are closely parallel. Readers of this document should view the recommendation section as the most essential with the expectations serving to formalize the steps to accept the recommendations. While the expectations follow the recommendation, one should not view the expectations as the only solution to issues or concerns raised in the review section. Rather, the expectations are presented as proposed actions in response to the recommendations.

One of the most challenging of the recommendations deals with the various secondary education preparation programs housed by departments in the College of Arts and Sciences. I expect the departments that currently offer such programs to work closely with the department of Educational Studies to establish a secondary education program that will support expected future regional workforce needs. Additionally, recommendations are made regarding all of the graduate programs offered at IPFW as well as the two departments that did not offer baccalaureate degrees over the period of this study. Appendix 2 provides a graphical description of the current academic programs and departments. Appendix 3 provides a graphical description of the recommended academic program and structure.

Responses

As with any set of complex recommendations the proposed changes outlined in this document are subject to revision. Comments, criticism, and alternatives to these recommendations are welcome. Final decisions regarding programs and departments will be reached by December 1, 2016. As such, input through the standard academic channels of department chairs and deans will be welcome through November 15, 2016. All input from the Fort Wayne Senate and other representative bodies will also be welcome through that date.

Arts and Sciences Academic Programs

BA Anthropology – Direct metric values are above viability and watch thresholds. Rate of student attrition is high. Input/output trend is below viability threshold. The Anthropology program has undergone a post-recessionary contraction. Declining numbers of new students, majors, and graduates, are causes for concern. Anthropology is a program that typically attracts a significant number of secondary majors however the number of secondary majors has also declined from a high of 17 in 2010-2011 to 6 in 2014-2015. Secondary major degrees typically comprise less than 10% of the total awarded in any given year. As such, primary major data provides a good indication of departmental trends. In the Anthropology USAP report the faculty argue strongly for consideration of the scholarly and engagement activities that have long characterized the program. I fully acknowledge those accomplishments. Students tend to make their way to the Anthropology program through their exposure to the discipline in introductory level courses. As such outstanding introductory courses are essential to the long-term viability of the program and reversing the decline in primary and secondary majors must be achieved. Recommendation: review viability status annually. Expectations: develop and implement a student recruitment strategy for introductory courses, report results annually.

BS Biology – One of five degree programs offered by the Department of Biology. One of the largest programs in COAS. Characterized by poor graduation efficiency and high stop-out rates. Growth trend is strongly positive. As the core degree offered by the Department of Biology, the BS in Biology is an essential component of IPFW's science offerings. Misalignment of student expectations with the academic demands of the degree program could be a partial cause for a lack of student success. Additionally, curricular bottlenecks could serve to limit student progress and success. The success of biology students has become a priority of COAS and the VCAA, investment in a fully-time primary role advisor for the Biology Department should enhance student engagement with the program, retention, and graduation. Recommendation: review student retention and graduation status annually. Expectations: develop and implement advising and curricular strategies to reduce student attrition and improve student success, report results annually.

Bio Pre Dent – One of three pre professional programs offered by the Department of Biology. Characterized by modest student demand and participation and low numbers of graduates. High student attrition rates and very low graduation efficiency. It is not clear from the materials available online (including the bingo sheet) how the Bio Pre Dent program is curricularly distinct from the BS Biology degree. In the absence of curricular distinction and appropriate advising the viability of this degree program is doubtful. Recommendation: suspend admissions to the Bio Pre Dent program and focus energy and attention on student success in the BS Biology program. Expectations: suspend admissions or provide curricular and cost analysis that supports maintaining program.

Bio Pre Med – The second of three pre professional programs offered by the Department of Biology. This program is nearly as large as the BS Biology program and is characterized by similar challenges. Graduation efficiency is very low and attrition rates are only fractionally below the threshold value of 25%. These ratios are particularly troubling given the size of the program. As noted above for Bio Pre Dent there is no clear curricular difference noted between Bio Pre Med and BS Biology on the bingo sheet. Recommendation: review student retention and graduation status annually. Expectations: develop and implement advising and curricular strategies to reduce student attrition and improve student success, report results annually.

Bio Teaching – This is the first of many teaching degree programs that provide strong disciplinary training in conjunction with the necessary coursework in education to achieve licensure as a middle school or secondary teacher. As with other teaching degree programs, Bio Teaching is characterized by low demand, a small number of majors, and declining enrollments. The future of these teaching degree programs is complicated by an anticipated shortage of secondary teachers. Recommendation: suspend admissions or develop coordinated recruitment and retention strategy in conjunction with the Department of Ed Studies. Expectations: admissions suspended or strategy developed and implemented. Annual reports on student recruitment, retention, and success issued in conjunction with Ed Studies.

Medical Technology – The third pre professional program offered by the Department of Biology. It is not uncommon for a medical technology degree program to be a fall back for Bio Pre Med students by providing access to the health care profession without the undergraduate GPA expectations of Med School. At IPFW, however, Med Tech does not seem to be effectively serving such a role. The program is characterized by low student interest, participation and graduation. The program has a very low graduation efficiency and a very high student attrition rate. Given that the program is a partnership between the Department of Biology and the Parkview Hospital System, it will be important to coordinate any changes. Recommendation: suspend admissions or work with Parkview to strengthen student demand, persistence, and success. Expectations: admissions suspended or strategy developed and implemented. Annual reports on student recruitment, retention, and success. Strategy coordinated with and supported by Parkview.

BS Chemistry – The largest of the six degree options offered by the Department of Chemistry and the curricular hub of the department. Characterized by modest student demand, low numbers of graduates, and a poor graduation efficiency. Lack of student success could be linked to curricular bottlenecks. Recommendation: simplify curricular offerings by focusing on the BS in Chemistry and the BS in Biochemistry currently under consideration or on the BSC in Chemistry and Biochemistry. Review student success at the course and instructor level, make modifications as necessary. Expectations: simplify and strengthen curricular offerings with either the BS Chemistry or the BSC as the core program offered by the Department. Provide annual reports of curricular reform and student success.

Chemistry Chem – The ACS certified BSC degree program with major in Chemistry. Characterized by low student demand, participation, and graduation as well as high graduation efficiency and low attrition rates. Higher academic standards for the BSC degree program serve to limit its attractiveness to students while enhancing the success rate for student who choose to pursue the degree. Strong positive trend suggests demand for the degree could be sustained. Recommendation: simplify curricular offerings by focusing on the BS in Chemistry and the BS in Biochemistry currently under consideration or on the BSC in Chemistry and Biochemistry. Review student success at the course and instructor level, make modifications as necessary. Expectations: simplify and strengthen curricular offerings with either the BS Chemistry or the BSC as the core program offered by the Department. Provide annual reports of curricular reform and student success.

Chemistry Bio Chem – The ACS certified BSC degree program with major in Biochemistry. Characterized by low student demand, participation, and graduation as well as high graduation efficiency and low attrition rates. Duplication of degree options within the Department dilutes student participation in any particular degree and potentially leads to inefficiencies in curriculuar offerings. Recommendation: simplify curricular offerings by focusing on the BS in Chemistry and the BS in Biochemistry currently under consideration or on the BSC in Chemistry and Biochemistry. Review student success at the course

and instructor level, make modifications as necessary. Expectations: simplify and strengthen curricular offerings with either the BS Chemistry or the BSC as the core program offered by the Department. Provide annual reports of curricular reform and student success.

Chem Pre Dent – One of two pre professional programs offered by the Department of Chemistry. Characterized by very low student demand, participation, and success as well as very low graduation efficiency and high attrition. Recommendation: suspend admissions, focus curricular offerings on degrees in chemistry and biochemistry. Expectations: suspend admission.

Chem Pre Med – The second of two pre professional programs offered by the Department of Chemistry. Characterized by low demand, very low participation and student success, very poor graduation efficiency and high student attrition. Recommendation: suspend admissions, focus curricular offerings on degrees in chemistry and biochemistry. Expectations: suspend admission.

Chem Teaching – Another of the teaching degree programs that provide strong disciplinary training in conjunction with the necessary coursework in education to achieve licensure as a middle school or secondary teacher. As with other teaching degree programs, Chem Teaching is characterized by low demand, a small number of majors, and declining enrollments. The future of these teaching degree programs is complicated by an anticipated shortage of secondary teachers. Recommendation: suspend admissions or develop coordinated recruitment and retention strategy in conjunction with the Department of Ed Studies. Expectations: admissions suspended or strategy developed and implemented. Annual reports on student recruitment, retention, and success issued in conjunction with Ed Studies.

Communication – The Department of Communication has completed a significant curricular revision that combined the two degree options previously available to students into a single degree with several curricular tracks. As such, historical data from the Department of Communication has been aggregated into the current single degree format. The communication degree is one of the most successful within COAS with strong demand, participation, and graduation. Recommendation: carefully monitor graduation efficiency and student attrition rates. The large number of majors makes modest changes in percentages highly significant. Expectations: make student success a central point of conversation during the search for a chair.

CSD – The CSD degree is historically one of the strongest small programs at IPFW. Characterized by strong demand, participation, and success, the most significant concern is the ongoing decline in the number of majors in the program. Curricular enhancements, new physical facilities, and new departmental leadership should prove beneficial to student interest. Recommendation: carefully monitor retention and graduation data annually. Expectations: develop and implement a plan for student recruiting and student success.

English – The BA in English is one of the strongest programs in COAS. Characterized by strong demand, participation and student success, the large number of majors makes modest changes in graduation efficiency and student attrition significant. Recommendation: carefully monitor retention and graduation data annually. Expectations: develop and implement a plan for student recruiting and student success.

Environmental Geo – One of two programs offered by the Department of Geology. Characterized by weak student demand, participation, and graduation, as well as very low graduation efficiency and high

student attrition. Recommendation: suspend admissions and focus efforts on strengthening BS Geology program. Expectations: suspend admissions.

BS Geology – The second of two programs offered by the Department of Geosciences. Characterized by weak student demand, participation, and graduation as well as very low graduation efficiency, high student attrition and declining enrollments. The geology program has historically been characterized by relatively small numbers of majors. As detailed in the departmental USAP report, contributions in scholarship and regional economic engagement are significant. Planned personnel changes over the next several years place the program at a cross-roads. I fully concur with the three recommendations put forward by the department on page 12 of their USAP report. Recommendation: fully implement the three recommendations on page 12 of Geosciences USAP report. Carefully monitor student recruiting, retention, and graduation data, develop pathways for students who stop out of other science programs to be drawn to geology. Build collaborations with Civil Engineering and the new Dean of ETCS. If these goals cannot be met program elimination will be the natural outcome of faculty attrition. Expectations: successfully implement page 12 recommendations, focus on a single highly applied curriculum, increase majors.

History – The BA in History is the only degree offered by the Department of History. Characterized by strong demand, student participation, and student graduation as well as high graduation efficiency. Concerns arise from elevated student attrition rates and an overall decline in number of majors. Inclusion in USAP recommendation 2.3 is clearly inappropriate given the overall health of the program. Significant qualitative contributions in the areas of student research, the honors program, and significant public intellectual engagement must be recognized. Recommendation: carefully monitor student retention and graduation data annually, develop student recruitment strategy, utilize student research as a point of attraction for potential majors. Expectations: develop, implement, and report outcomes of student recruitment strategy.

French – The BA in French is one of three BA language degrees offered by the Department of International Language and Culture Studies Department. Characterized by low student demand, participation and graduation, the French program has a high graduation efficiency and a low rate of student attrition. Departmental USAP report points to a number of potential collaborations with academic programs from professional schools (nursing, engineering). All of the language degree programs offered by ILCS tend to attract secondary majors. Recognizing the contributions of secondary majors is important when evaluating viability of all ILCS programs. Recommendation: in keeping with goal one of the departmental USAP report I strongly recommend ILCS combine the three language degree programs into a single degree. Expectations: complete degree merger by the end of AY 16/17.

French Teaching – One of three language teaching degree programs offered by ILCS. As with other teaching degree programs, French Teaching is characterized by low demand, a small number of majors, and low graduation efficiency. The future of these teaching degree programs is complicated by an anticipated shortage of secondary teachers. Recommendation: coordinate with Ed Studies to provide teaching curriculum necessary for secondary certification. In conjunction with regional school corporations develop robust estimates of future demand. Suspend admissions and redirect students to single language degree program. Expectations: suspend admissions.

German – The BA in German is one of three BA language degrees offered by the Department of International Language and Culture Studies Department. Characterized by low student demand, participation and graduation, the German program has a high graduation efficiency and a low rate of

student attrition and declining enrollments. Departmental USAP report points to a number of potential collaborations with academic programs from professional schools (nursing, engineering). Recommendation: in keeping with goal one of the departmental USAP report I strongly recommend ILCS combine the three language degree programs into a single degree. Expectations: complete degree merger by the end of AY 16/17.

German Teaching – The second of three language teaching degree programs offered by ILCS. As with other teaching degree programs, German Teaching is characterized by low demand, a small number of majors, and very low graduation efficiency and declining enrollments. The future of these teaching degree programs is complicated by an anticipated shortage of secondary teachers. Recommendation: coordinate with Ed Studies to provide teaching curriculum necessary for secondary certification. In conjunction with regional school corporations develop robust estimates of future demand. Suspend admissions and redirect students to single language degree program. Expectations: suspend admissions.

Spanish – The largest of the three BA language degrees offered by the Department of International Language and Culture Studies Department. Characterized by modest student demand, participation and graduation, the Spanish program also has a high rate of student attrition. Departmental USAP report points to a number of potential collaborations with academic programs from professional schools (nursing, engineering). Recommendation: in keeping with goal one of the departmental USAP report I strongly recommend ILCS combine the three language degree programs into a single degree. Expectations: complete degree merger by the end of AY 16/17.

Spanish Teaching – The third of three language teaching degree programs offered by ILCS. As with other teaching degree programs, Spanish Teaching is characterized by low demand, a small number of majors, and very low graduation efficiency, high attrition, and declining enrollments. The future of these teaching degree programs is complicated by an anticipated shortage of secondary teachers. Recommendation: coordinate with Ed Studies to provide teaching curriculum necessary for secondary certification. In conjunction with regional school corporations develop robust estimates of future demand. Suspend admissions and redirect students to single language degree program. Expectations: suspend admissions.

Math Actuarial Sci – One of six degree options offered by the Department of Mathematics. Characterized by modest demand, low participation, and small numbers of graduates, the Actuarial Science degree program also has a low graduating efficiency. Strong regional demand for graduates, the potential for significant philanthropic contributions in support of the program, and strong growth in number of majors are positives. Moving the program to “undergraduate advanced” status as indicated in the departmental USAP report is a critical next step. Recommendation: develop, implement, and report the outcomes of a student recruiting plan. Monitor student graduation efficiency and evaluate potential curricular changes that would enhance student success. Expectations: expand student participation by integration of degree marketing and expanded partnerships with employers of graduates.

Math Computing – The smallest of the six degree options offered by the Department of Mathematics. Characterized by very low student demand, participation, and graduation. It is not clear what the curricular costs are for maintaining the Math Computing degree option. The growth of the computer science and information systems programs in ETCS suggest student demand is being met. The degree is

likely a hold-over from the former combination of the departments of Mathematics and Computer Science. Recommendation: suspend admissions. Expectations: suspend admissions.

Math Business – One of six degree options offered by the Department of Mathematics. Characterized by low student demand, participation, and graduation as well as low graduation efficiency and high student attrition. Departmental USAP goal 1 calls for an increase in the number of baccalaureate degrees granted by the Math Business program but does not address how such a goal could be achieved. The utility and viability of the Math Business degree program is unclear. Is this degree distinct from Actuarial Science, if so what are the instructional costs? If not, why maintain it as an option? Recommendation: suspend admissions. Expectations: suspend admissions.

Math Statistics – One of the six degree options offered by the Department of Mathematics. Characterized by low student demand, participation, and graduation as well as low graduation efficiency and high student attrition. Departmental USAP goal 1 calls for an increase in the number of baccalaureate degrees granted by the Math Statistics program but does not address how such a goal could be achieved. Expansion in regional engagement in applied mathematics and statistics suggests this program could be more successful. Recommendation: provide compelling evidence for the viability of program or suspend admissions. Expectations: conduct viability analysis, curricular cost analysis, and market demand analysis during AY 16/17, provide plan for program growth or suspend admissions.

Mathematics – The core degree option offered by the Department of Mathematics. Characterized by modest demand, low participation and low graduation, as well as very high student attrition. Recommendation: identify curricular barriers and causes for student attrition. Develop and implement plans to improve student retention and success. Continue to monitor and report on programmatic metrics. Expectations: Student retention and success plan developed and implemented by the end of AY 16/17.

Math Teaching – One of the six degree options offered by the Department of Mathematics. Unlike other teaching degree programs in COAS, Math Teaching has dedicated TT/T faculty lines within the Department of Mathematics. Characterized by modest demand, participation, and success, the Math Teaching degree is currently the most viable of all programs offered by the department. However, it is also characterized by a significant decline in participation (Trend = 0.76). The future of these teaching degree programs is complicated by an anticipated shortage of secondary teachers. Recommendation: stabilize enrollment, develop and implement marketing plan for new students. Expectations: develop and implement marking plan for new students, annually report student retention and success data.

Philosophy – The BA in Philosophy is the only baccalaureate degree offered by the Department of Philosophy. Characterized by modest student demand, participation and graduation, as well as low graduation efficiency and declining numbers of majors. The departmental USAP report speaks to the centrality of coursework in philosophy to the general education of the University's students. It also clearly notes that a significant subset of departmental instructional capacity is directed towards the minor in religious studies. The departmental goals articulated in the USAP report do not directly speak to sustaining or growing the number of students pursuing a degree in philosophy. As a degree offering, it can easily and appropriately argued that Philosophy sits among those academic programs that most fully define an institution as a University. It is therefore essential that the program become more successful in attracting, retaining, and graduating students less it run the risk of being relegated to an entirely service function. Recommendation: develop and implement a plan for attracting and retaining students from introductory courses. Review intro level course and curricular offerings in order to

maximize attractiveness to potential majors. Expectations: develop, implement, and report annually on outcomes of plan for attracting and retaining students. Step specific but realistic targets for number of majors and number of graduates annually. Review progress towards targets, reevaluate viability annually.

Physics – The BS in Physics is the primary degree offered by the Department of Physics. Characterized by modest demand and participation as well as low numbers of graduates and graduation efficiency, the degree is augmented by the role physics plays in supporting the sciences, engineering, and technology – primarily at the 200 and 300 level. Additionally physics has the strongest growth trend in COAS. The department is known for its strength in fostering authentic undergraduate research experiences as well as outstanding informal science education outreach. Recommendation: continue to build on current growth trend, improve retention and success of students. Expectations: develop, implement, and report annually on outcomes of a plan for student recruitment, retention, and success. Review progress towards targets annually.

Physics Teaching – As is the case with other teaching degrees in COAS, the physics teaching degree is characterized by low demand, participation, and success, as well as a very low trend ratio. The future of these teaching degree programs is complicated by an anticipated shortage of secondary teachers. It is reasonable to assume that future strength of the IPFW physics department is at least in part derived from the quality of secondary physics instruction in regional school corporations. As such, maintaining the capacity to educate teachers certified in physics is essential. It is not clear, however, that the current degree structure is the best way to accomplish this goal. Recommendation: coordinate with Ed Studies to provide teaching curriculum necessary for secondary certification. In conjunction with regional school corporations develop robust estimates of future demand. Expectations: suspend admissions after broader solution is found with Ed Studies.

Economics – The BA in economics provides a strong social science and liberal arts foundation for those students interested in advanced graduate study in economics in ways that the BS Business does not. Characterized by low demand, participation, and success, as well as high rates of student attrition and a declining trend ratio. Students complete a core curriculum of economics coursework from DSB while completing COAS distribution Expectations and being advised by the Political Science Department. As such, little departmental resources are directed towards these students. The degree contributes values to students at little marginal cost. Recommendation: with new departmental leadership in Political Science and DSB, it is appropriate to review this degree in conjunction with the BSB with major in Business Economics. Maintaining both degree pathways might be both necessary and desirable. Expectations: discussions between department chairs and deans take place early in the fall term of 16/17 with a joint recommendation for the two economics degrees finalized by the first of December.

Political Science – The BA in political science is the primary degree offered by the Department of Political Science. Characterized by strong demand, participation, and graduation, as well as high graduation efficiency, elevated stop out rates and declining numbers of majors are concerns. Increased interest in national politics and the role of Indiana in national elections could translated into a surge of interest as was observed in 2007-2008. Recommendation: create, implement, and evaluate the results of a plan to improve student recruitment and retention with particular emphasis on reducing student stop-out. Expectations: report results recruitment and retention plan annually.

Psychology – The BA in psychology is the only degree offered by the Department of Psychology. Characterized by strong direct and metric ratio measures, the department has experienced modest

declines in numbers of majors over the past few years. Recommendation: monitor student retention and success metrics. Expectations: report metrics annually, taking appropriate steps to improves success.

Sociology – The BA in Sociology is the only degree offered by the Department of Sociology. Characterized by low demand and success, as well as elevated rates of student attrition. The department is included in the list found in USAP 2.3. In the distant past degrees in anthropology and sociology were offered by a single department. After an extended period of stability in departmental leadership and faculty composition, a series of personnel changes have been made and are foreseen for the immediate future. As such, these changes present a significant challenge to the stability and strength of the degree. The departmental USAP report looks to the expansion of applied learning and internships within the curriculum, integration of these concepts as part of the student recruitment process will be critical to future success. Recommendation: identify and support future departmental leadership. Develop, implement, and evaluate the impact of a systematic plan to increase student recruitment, student retention, and student success. Expectations: future leadership identified and provided extensive professional development. Plan developed by January 2017, results reported annually.

Women's Studies – The BA in Women's Studies is one of the most unique of all of IPFW's academic offerings. Identified as both an IU and a Purdue mission program in the IPFW management agreement, degrees are available to students from both IU and Purdue. Characterized by low student demand, participation, and success as well as high rates of attrition. WOST is one of the programs in COAS with a significant number of secondary majors. As such, values of metrics and metric ratios must be reconsidered after inclusion of secondary majors. Also, WOST experienced a very large number of graduating students during the 2015-16 academic year. From the departmental profile data, over the period 2006-07 through 2014-15 WOST had a total of 141 majors (average 15.6 per years) and 21 graduates (2.3 per year). Recent years have also seen the total number of students pursuing the minor grow to approximately 20. Even with inclusion of secondary majors, it is clear WOST is one of the smaller programs in COAS. Because of the interdisciplinary nature of the degree, affiliated TT/T faculty and LTLs play a significant role in the delivery of the curriculum. As such, while small, the program is found to be instructionally efficient. Recommendation: resolution of IPFW governance may simplify the complex curricular offerings in WOST. If a governance resolution is not reached in the near future elimination of the duplication of degree options with a focus on WOST as an IU mission program is desirable. Expectations: develop, implement, and report on the outcomes of a comprehensive plan to improve student recruitment, retention, and success, including specific steps to reduce student stop out, report annually.

Doermer School of Business Academic Programs

Accounting – Metrics for all business degrees include proportional numbers of pre-business majors. Largest of the five majors offered within the BSB program. Strong direct and ratio metrics, highest attrition and lowest graduation efficiency of the five majors. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success. Expectations: report annually on outcomes of student retention and success efforts.

Finance – Metrics for all business degrees include proportional numbers of pre-business majors. One of the five majors offered with the BSB program. Strong direct and ratio metrics, lowest attrition rate of the five business majors. Recommendation: continue to track student demand, retention, and success metrics. Expectations: report student demand, retention and success metrics annually, identify opportunities to improve student success.

Business Economics – Metrics for all business degrees include proportional numbers of pre-business majors. One of the five majors offered within the BSB program. Characterized by strong direct and ratio metrics. Student participation typically twice as large as the number of students in the BA in Economics offered by COAS. Recommendation: with new departmental leadership in Political Science and DSB, it is appropriate to review this degree in conjunction with the BA in Economics. Maintaining both degree pathways might be both necessary and desirable. Expectations: discussions between department chairs and deans take place early in the fall term of 16/17 with a joint recommendation for the two economics degrees finalized by the first of December.

Management – Metrics for all business degrees include proportional numbers of pre-business majors. The second largest of the five majors offered within the BSB program. Characterized by strong direct and ratio metrics. Recommendation: continue to track student demand, retention, and success metrics. Expectations: report student demand, retention and success metrics annually, identify opportunities to improve student success.

Marketing – Metrics for all business degrees include proportional numbers of pre-business majors. One of five majors offered within the BSB program. Characterized by strong direct and ratio metrics. Recommendation: continue to track student demand, retention, and success metrics. Expectations: report student demand, retention, and success metrics annually, identify opportunities to improve student success.

Education and Public Policy Academic Programs

Early Childhood Education – One of four degree programs offered by the Department of Ed Studies. Characterized by modest student demand, low participation and graduation, as well as high student attrition rates. Anticipation of increasing student demand as the instructional staff of early childhood education centers must consist of larger numbers of bachelor's qualified practitioners illustrated by one of the largest growth trends of any professional degree program at IPFW. Departmental USAP goal #1 speaks to improving student recruitment and retention practices. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success. Expectations: report annually on outcomes of student retention and success efforts.

Elementary Education – The largest and most successful of the undergraduate degree programs in the Department of Educational Studies. Characterized by declining trend in number of majors over study period and lowest graduation efficiency of all Ed Studies programs. Departmental USAP goal #1 speaks to improving student recruitment and retention practices. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success. Expectations: report annually on outcomes of student retention and success efforts.

Middle School Education – One of four degree programs offered by the Department of Educational Studies. Characterized by modest student demand, low participation and graduation, as well as high student attrition rates. Anticipation of increasing student demand illustrated by one of the largest growth trends of any professional degree program at IPFW. Departmental USAP goal #1 speaks to improving student recruitment and retention practices. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success. Expectations: report annually on outcomes of student retention and success efforts.

Secondary Education – One of four degree programs offered by the Department of Educational Studies. Characterized by a strong decline in number of majors (lowest trend ratio of any professional degree program). The future of these teaching degree programs is complicated by an anticipated shortage of secondary teachers. Long-term success of this degree program requires coordination with other teaching degree programs at IPFW as well as school corporations from our service region. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success. Expectations: report annually on outcomes of student retention and success efforts.

Criminal Justice – The largest of the five degree programs offered by the Department of Public policy. Characterized by high student attrition and declining number of majors. Enrollment in the CJ program has largely mirrored broader IPFW enrollment, with growth in the recessionary period and declining enrollment throughout the post-recessionary recovery period. Department must utilize student advising support to significantly decrease attrition and improve graduation efficiency. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on student attrition. Expectations: report annually on outcomes of student retention and success efforts.

Environmental Policy – One of five degree programs offered by the Department of Public Policy. With changes in department personnel, delivery of upper division courses can only occur through contingent instructors. This presents a significant quality concern. Elimination of degree program is aligned with departmental USAP goal #1 to reduce dependence on contingent instructors. Recommendation:

suspend admissions and focus efforts on strengthening other public policy programs. Expectations: suspend admissions.

Health Services Administration – The second largest of the five degree programs offered by the Department of Public Policy. Departmental capacity to deliver curriculum has been enhanced by return of long-time HSA faculty member. Program has significant growth potential given strength of regional health networks. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success in conjunction with partners from the regional health networks. Expectations: report annually on outcomes of student retention and success efforts.

Legal Studies – One of five degree programs offered by the Department of Public Policy. Characterized by modest demand and participation and low graduation, as well as high student attrition. Elimination of the environmental studies degree program should allow the department to direct attention and effort to other undersubscribed programs. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on student attrition. Expectations: report annually on outcomes of student retention and success efforts reevaluate viability of degree program annually, suspend admissions if program fails to attract and retain more students.

Public Management – The smallest of the five degree programs offered by the Department of Public Policy. Characterized by low student demand, participation, and graduation, as well as high student attrition. Elimination of the environmental studies degree program should allow the department to direct attention and effort to other undersubscribed programs. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on student attrition. Expectations: report annually on outcomes of student retention and success efforts reevaluate viability of degree program annually, suspend admissions if program fails to attract and retain more students.

Engineering, Technology and Computer Science Academic Programs

Civil Engineering – Metrics for engineering programs include proportional numbers of Freshmen Engineering students. Characterized by strong growth in majors and low graduation efficiency. Graduation efficiency should improve as the population of majors stabilizes. All engineering programs must continue to work carefully with freshmen engineering to improve student retention and success. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on limiting student attrition through successful transition from freshman engineering. Expectations: report annually on outcomes of student retention and success efforts.

Mechanical Engineering - Metrics for engineering programs include proportional numbers of Freshmen Engineering students. The largest of the four engineering degree programs, characterized by low graduation efficiency. All engineering programs must continue to work carefully with freshmen engineering to improve student retention and success. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on recruitment as well as limiting student attrition through successful transition from freshman engineering. Expectations: report annually on outcomes of student retention and success efforts.

Computer Science – The largest degree program in ETCS and one of two offered by the Department of Computer Science. Characterized by low graduation efficiency and high rates of student attrition. The large number of CS majors make the poor student retention and success ratios particularly impactful. Recent change in departmental leadership allows for increased focus on student retention and success. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on decreasing student stop out. Expectations: report annually on outcomes of student retention and success efforts.

Information Systems – Approximately 1/3 the size of the Computer Science degree program. Characterized by growing demand and strong metric ratios. Recommendation: sustain and expand growth, reduce student attrition through the development and implementation of strategies to improve student retention and success. Expectations: monitor program performance metrics, report annually on outcomes of student retention and success efforts.

Computer Engineering Technology – One of three degree programs within CEIT. Characterized by declining demand, strong participation, and graduation. Trend ratio is lowest in ETCS. Technology programs have been negatively impacted by improving regional economy. Recommendation: undertake plan to recruit students directly to the program and improve transitions from freshman engineering program. Expectations: monitor program performance metrics, report on recruitment plan development and outcomes.

Electrical Engineering Technology – Largest of the three degree programs in CEIT. Characterized by declining demand, strong participation and graduation. Trend ratio is third lowest in ETCS. Technology programs have been negatively impacted by improving regional economy. Recommendation: undertake plan to recruit students directly to the program and improve transitions from freshman engineering program. Expectations: monitor program performance metrics, report on recruitment plan development and outcomes.

Information Technology – Smallest of three degree programs in CEIT. Characterized by low demand and poor graduation efficiency. Addition of new faculty will support and strengthen program. Technology programs have been negatively impacted by improving regional economy. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on improving graduation rate. Expectations: monitor program performance metrics, report annually on outcomes of student retention and success efforts.

Computer Engineering - Metrics for engineering programs include proportional numbers of Freshmen Engineering students. The smallest of the four engineering degree programs offered by ETCS. Characterized by low numbers of graduates, poor graduation efficiency and strong trend ratio. Graduation efficiency impacted by rapid increase in new majors. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on improving graduation rate. Carefully track individual student success. Identify curricular bottlenecks that could negatively impact graduation efficiency. Expectations: monitor program performance metrics, report annually on outcomes of student retention and success efforts with particular focus on limiting student attrition through successful transition from freshman engineering.

Electrical Engineering – Metrics for engineering programs include proportional numbers of Freshmen Engineering students. The second of two programs in the department of Computer and Electrical Engineering. Approximately twice as large as computer engineering. Characterized by poor graduation efficiency. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on improving graduation rate. Carefully track individual student success. Identify curricular bottlenecks that could negatively impact graduation efficiency. Expectations: monitor program performance metrics, report annually on outcomes of student retention and success efforts with particular focus on limiting student attrition through successful transition from freshman engineering.

Construction Engineering Technology – One of three technology programs within the MCET department. Characterized by weak demand and graduation metrics as well as high attrition and declining enrollments. Trend ratio is second lowest in ETCS. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on improving graduation rate. Review curriculum with regional employers, expand participation in co-op and other experiential learning programs. Expectations: monitor program performance metrics, report annually on outcomes of student retention and success efforts.

Industrial Engineering Technology – The smallest and weakest of the three technology programs within MCET. Characterized by weak demand and participation. Industrial engineering is considered by regional economic development planners to be a critical regional need. Program performance data raises questions regarding the alignment of the academic curriculum with regional needs. Strong co-op, internship, and senior project partnerships with regional industry could stimulate interest in the program. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student retention and success with particular focus on improving graduation rate. Review curriculum with regional employers, expand participation in co-op and other experiential learning programs. Expectations: monitor program performance metrics, report annually on outcomes of student retention and success efforts.

Mechanical Engineering Technology – The largest of all the technology programs in ETCS. Characterized by strong metrics and metric ratios and slightly declining enrollments. Recommendation: monitor program performance metrics. Expectations: monitor and report annually changes in program performance metrics.

OLS – The sixth largest degree program at IPFW. Characterized by strong metrics and metric ratios. Recommendation: monitor program performance metrics. Expectations: monitor and report annually changes in program performance metrics.

Health and Human Services Academic Programs

Hospitality Management – The single degree offered by the department of Hospitality and Tourism Management. Characterized acceptable metrics and metric rations but a decline in majors. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student recruiting, retention, and success. Expectations: monitor program performance metrics, report annually on outcomes of student recruiting, retention, and success efforts, enrollment growth is essential to long-term program health.

Human Services – One of the larger programs at IPFW. Characterized by strong metrics and metric ratios. Recommendation: monitor program performance metrics. Expectations: monitor and report annually changes in program performance metrics.

Nursing – The largest academic program at IPFW. Program is limited by availability of clinical placements and clinical preceptors. Low graduation efficiency is driven by challenges in matriculating second year students into the degree program. Program is at the center of the on-going governance controversy. Leadership transitions and challenges in recruiting highly-qualified faculty add instability to what is and should be IPFW's strongest and most important program. Recommendation: monitor program performance metrics. Expectations: monitor and report annually changes in program performance metrics continue to expand delivery of RN to BS sequence.

Visual and Performing Arts Academic Programs

Art Education – One of the largest and strongest art education programs in the state. Low numbers of graduates and modest graduating efficiency illustrates program growth. Recommendation: monitor program performance metrics. Coordinate with other secondary education programs. Expectations: monitor and report annually changes in program performance metrics.

Fine Arts –Modest declines in number of majors somewhat problematic. Otherwise characterized by acceptable metrics and metric ratios. Recommendation: monitor program performance metrics. Expectations: monitor and report annually changes in program performance metrics.

Music – Largest of the three degree options offered by the department of Music. Characterized by low graduation efficiency. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student recruiting, retention, and success. Expectations: monitor program performance metrics, report annually on outcomes of student recruiting, retention, and success efforts.

Music Education – Second of three degree options offered by the department of Music. Characterized by modest demand, declining enrollment trend, and low numbers of graduates. Program has an opportunity for revitalization under new leadership. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student recruiting, retention, and success. Expectations: monitor program performance metrics, report annually on outcomes of student recruiting, retention, and success efforts.

Music Therapy – The smallest of the three degree options offered by the department of Music. Characterized by modest demand and participation as well as low graduation efficiency. Program shows signs of growth against institutional trend of declining enrollment. Viability of the bachelor's level degree program as entry to the profession is in significant question. Recommendation: suspend admissions to the undergraduate program and consider reallocation of resources to a graduate level professional program. Expectations: plan for transition to graduate education developed, undergraduate admissions suspended.

Theater – The only degree offered by the department of Theater. Characterized by modest demand and low numbers of graduates, the positive trend ratio suggests program stability and potential for growth. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student recruiting, retention, and success. Expectations: monitor program performance metrics, report annually on outcomes of student recruiting, retention, and success efforts.

Visual Communication & Design – One of two majors offered by the VCD department and the largest academic program in the college of VPA. Characterized by strong program metrics and metric ratios with the exception of poor graduation efficiency. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student recruiting, retention, and success with particular emphasis on improving graduation efficiency. Expectations: monitor program performance metrics, report annually on outcomes of student recruiting, retention, and success efforts.

Interior Design – Recently transferred from ETCS to VCD for accreditation purposes. Characterized by strong direct metric values, high stop out rate, and a declining trend value. Recommendation: develop, implement, and report on the outcome of a set of strategies to improve student recruiting, retention,

and success with particular emphasis on reducing stop-out rates. Expectations: monitor program performance metrics, report annually on outcomes of student recruiting, retention, and success efforts.

Review of Graduate Programs

College of Arts and Sciences

MS Biology – A strong and viable program characterized by high quality graduate research and historically strong placement of graduates in PhD and Professional Programs. Recommendation: explore opportunities for growth in domains of biochemistry and bioengineering. Expectation: expand external funding in support of student research and program growth.

MA Professional Studies Communication – Traditionally a strong and viable program that is experiencing enrollment contraction. Recruiting new students must become a priority. Successfully doing so is complicated by personnel and leadership transitions. Recommendation: grow program through aggressive recruiting. Expectation: stabilize and grow enrollments while maintaining high graduation and low attrition rates.

MA English – The most successful of all COAS graduate programs. Characterized by strong graduation rates and very low attrition rates, declining enrollments are problematic. Recruiting new students must become a priority. Recommendation: grow program through aggressive recruiting. Expectation: stabilize and grow enrolments while maintaining high graduation and low attrition rates.

Applied Math Operations Research: One of three graduate programs offered by the department of Mathematical Sciences. Characterized by low demand, low participation, and low numbers of graduates. Recommendation: suspend program in favor of graduate program in actuarial science. Expectation: program suspended.

Math Applied Statistics Graduate Certificate: The second of three graduate programs offered by the department of Mathematical Sciences. Characterized by low demand, low participation, and low numbers of graduates low graduation efficiency and high attrition. Recommendation: suspend program in favor of graduate program in actuarial science. Expectation: program suspended.

Mathematics: The largest of the three graduate programs offered by the department of Mathematical Sciences. Characterized by low demand, low participation, and low numbers of graduates and declining enrollment. Recommendation: suspend program in favor of graduate program in actuarial science. Expectation: program suspended.

Doermer School of Business

MBA Accelerated: Offered in an accelerated cohort model, the AMBA has proven to be a successful methodology for delivering the MBA curriculum. Concerns remain regarding the currency and rigor as well as the balance between applied and theoretical content. Leadership changes within DSB should allow this program to grow. Off-load teaching structure provides significant flexibility. Recommendation: explore creation of a second cohort. Expectation: expanding marketing, improve curriculum and pedagogical methodologies.

MBA General: Offered in a traditional format, the MBA+ has been criticized for its curricular and pedagogical weaknesses and the program has suffered significant losses in enrollment over the period

of study. Recommendation: restructure course delivery methodology and course sequencing to a rolling cohort model with extensive hybrid and accelerated methodology. Aggressively market new program as a "half-speed" accelerated program. Expectation: transition to new delivery methodology by July 1, 2017.

Education and Public Policy

Counseling: A three year program, as reflected in the graduation efficiency metric. Concerns over staffing and leadership challenge the program. Competition from IU MSW program is significant. Regional demand for licensed social workers is very high. Recommendation: achieve stability in personnel and leadership, build connections with regional social service organizations. Expectation: establish a plan for program growth, report progress annually.

Ed Leadership: Declining enrollments, while modest, could prove to significantly impact long-term viability of program. Faculty must focus on recruiting new students with an emphasis on return-on-investment for graduates. Recommendation: develop and implement plan for enrollment growth. Expectation: provide annual progress report.

Special Education: Long-term viability of the program is highly dependent upon increased enrollments. Despite robust regional demand, declining student interest presents an increasingly significant challenge. The program is characterized by high attrition and a strongly declining enrollment trend. Recommendation: grow student enrollment through direct collaboration with school corporations, explore incentive programs in partnership with schools, and explore modification of program from graduate degree to undergraduate certificate. Expectation: grow student enrollment or transition program to undergraduate certificate.

Public Management: Departmental consolidation of graduate offerings has retained the MPM degree. Low demand and a declining enrollment trend are particularly problematic. Concerns about the relevance and applicability of the curriculum have been raised. Maintaining disciplinary accreditation is essential. Recommendation: grow student enrollment through collaborations with local governmental agencies and social service agencies. Review viability of program annually. Expectations: continuing accreditation, enrollment growth.

Engineering Technology and Computer Science

Applied Computer Science: The strongest of the graduate programs in ETCS. Characterized by strong direct and ratio metrics. Recommendation: develop and implement student recruitment and retention initiatives, report results annually. Expectations: student success report delivered annually.

ECE/MCE Engineering: During the period of this study there was a single engineering department with a single engineering graduate program. As such data from ECE and MCE are merged. It is important to note, however, that ECE students make up a significant majority of the total engineering graduate students, in part because the systems engineering students are affiliated with ECE. While the ECE program is the stronger of the two, they both share some significant curricular concerns. Will the program be delivered through a curriculum designed to attract part time students who are currently employed in the Fort Wayne region or will it be a full time program targeted at traditional aged and

international students? Neither department has the instructional capacity to meet both demands. Recommendation: focus both programs on part time working adult students from the Fort Wayne region. Undertake an aggressive marketing campaign to highlight the opportunities for ROI for graduates. Report progress annually. If enrollment gains are not observed within one or two years, shift instructional resources to the undergraduate program. Expectation: shift to part time curriculum, closely monitor performance metrics.

Technology: Similar to the undergraduate technology programs, the Masters in Technology program has been experiencing modest to declining demand during the economic recovery. Recommendation: develop and implement a comprehensive student success plan focusing on recruitment and return on investment for graduates. Expectation: report program performance metrics annually.

OLS: OLS is the largest of the four graduate programs in ETCS and has potential for significant growth. Solid primary performance metrics are somewhat offset by a modest graduation efficiency. The department has played a significant role in the conversation regarding the creation of a Leadership Doctorate. Recommendation: establish a comprehensive plan for student recruiting, persistence, and graduation, with particular emphasis on improving the graduation efficiency of the program. Expectation: report program performance data annually along with results of student success efforts.

Health and Human Services

Nursing: Nursing is the strongest and fastest growing IPFW's graduate programs. The department faces an ongoing challenge to staff courses with terminally qualified faculty. The future of the program is highly dependent upon governance decisions. Recommendation: maintain current status until governance is resolved. Expectation: no further investments in program will occur until governance is resolved.

DNP: IPFW's first applied doctorate has failed to generate enrollment. Expectations for licensure requirements within the hospital systems have not been born out. The department has been unsuccessful in recruiting new PhD qualified faculty. Recommendation: suspend admissions and terminate consortium agreement with PUNW and PWL. Expectation: program suspended, consortium terminated.

Process of Review and Recommendation for Academic Departments

The "Process for Programmatic and Organizational Changes in IPFW Academic Programs and Departments in Response to Recommendations of USAP" document defines viable as an administrative unit when there is at least one viable academic degree program offered by that department and when the administrative needs of the department justify ongoing administrative investment – that is to say a viable degree program is a necessary but not sufficient condition for the creation or continuation of an academic department.

As described in the process document, there exist a series of legitimate concerns regarding any administrative restructuring. These concerns include loss of administrative independence, loss of academic visibility, and potential challenges in faculty and student recruiting. The outcome of on-going governance negotiations could significantly disrupt the recommendations described below. None-the-less, the recommended organizational changes herein proposed will, if fully implemented, result in a stronger, more streamlined, academic administration, a reduction in administrative overhead, and potentially a net reduction in the department level faculty service burden. While the recurring savings achieved by these recommendations are modest, it is essential that IPFW undertake significant steps in a process of reducing administrative overhead and organizational optimization.

Arts and Sciences Academic Departments

Anthropology – The department of anthropology is included in the USAP 2.3 list of departments recommended for reorganization. Historically the anthropology and sociology degree programs were housed within a single department. This department was divided into single-discipline departments on the basis of undergraduate program growth in Anthropology and the development of the Masters of Applied Sociology by the Sociology Department. There were, of course, sources of philosophical and disciplinary tension between the two faculty as well. More recently the department of anthropology has been disadvantaged by instability in one of the critical sub disciplinary specialties, archeology. Faculty transitions and extended leaves have likely had some impact on student interest. Likewise, changes in the general education Expectations have led to declining enrollments at the introductory level – the source of many if not most anthropology majors. While currently the BA in Anthropology is viable, declining numbers of majors is a significant concern for the future. Finally, as will be discussed below, one of the members of the department might be a valuable contributor to a new department focusing on social justice issues. Recommendation: maintain as an independent department pending ongoing viability of degree program. Achieve stability in instructional personnel.

Biology – Reduction in the number of degree options, elimination of transfer programs, and close review of curricular bottlenecks will enhance the viability of an already strong department. Two year transfer programs are detrimental to IPFW performance metrics. Recommendation: complete programmatic revisions as quickly as possible, maintain as an independent department. Suspend participation in two-year transfer programs (pre-forestry, pre-agriculture, pre-veterinary, pre-pharmacy). Future resource allocations will be dependent upon successfully accomplishing recommendations.

Chemistry – Reduction in the number of degree options and close review of curricular bottlenecks will enhance viability of department. Recommendation: significant concerns in high student attrition and low student graduation efficiency must become a priority of department faculty as well as departmental and college leadership. Future resource allocations will be dependent upon improvement in these critical areas.

Communication – Curricular, personnel, and leadership changes all present challenges and opportunities for the department. Recommendation: successfully recruit department chair, achieve curricular and personnel stability, maintain as an independent department.

Communication Sciences and Disorders – Traditionally one of the most efficient and productive small departments at IPFW. Transition in leadership and new facilities provide the department with an opportunity to grow. Instructional facilities are unacceptably antiquated. Opportunities for undergraduate program expansion coincide with future launch of graduate program. Prior to advent of IPFW governance concerns, tentative plans were made to relocate program to HHS. Recommendation: improve facilities, expand program capacity, review administrative organizational position after conclusion of governance debate, maintain as an independent department.

English and Linguistics – Strong undergraduate degree program, coupled with general education contributions make E&L one of the most viable departments at IPFW. Recommendation: maintain as an independent department, consider hosting philosophy if other combinations do not work (e.g. USMA, Drexel, Idaho State, Arkansas State, Murray State, Georgia Southern).

Geosciences – Elimination of environmental geology degree program potentially improves viability of BS in Geology. Anticipated personnel transitions provide opportunity for either recasting department with a strongly applied geotechnical focus or elimination. Strong scholarly and economic engagement contributions must be fully considered. Recommendation: Clear plan for personnel and curricular change must be developed and approved by January 2017. Stronger collaboration with Civil Engineering is essential. Decision on administrative viability based on required plan no later than May 2017.

History – Inclusion in USAP 2.3 is inappropriate, academic program and department are viable. Current and long-term shared clerical with Political Science potential model for other department pairs. Faculty and student scholarly accomplishments are fully recognized. Recommendation: Focus on student recruitment and continued success, consider administrative merger with department of Philosophy and Religious Studies program or with department of Political Science. Similar departments are common at institutions sharing IPFW's size and mission (UT Martin, Montana State, Kennesaw State, Eastern Michigan Univ., Purdue NW, South Dakota State).

ILCS – Simplification of curricular offerings from six to a single viable degree will significantly enhance departmental viability. Consideration of role in general education and COAS distribution Expectations remains important. Uneven demand across languages for both introductory and advanced courses presents a significant problem. Recommendation: maintain as an independent department pending simplification of program offerings. Dean to initiate conversation of either establishment of a single department of international studies or modern languages.

Mathematical Sciences – Simplification of curricular offerings is essential. Viability of graduate education must be considered given its impact on instructional resources. Department must play a major role in addressing teaching degree concerns across COAS. Recommendation: complete curricular simplification, continue investment in actuarial science and applied mathematics, maintain as independent department.

Philosophy – Viability of department is compromised by significant faculty resources directed towards religious studies program. As noted in departmental USAP report, religious studies programs are often aligned with other academic disciplines. Given the academic background of the religious studies TT/T faculty, realignment with the department of history is possible. Recommendation: administrative merger with the department of history in order to create a combined Department of History, Philosophy, and Religious Studies. Similar departments are common at institutions sharing IPFW's size and mission (UT Martin, Montana State, Kennesaw State, Eastern Michigan Univ., Purdue NW, South Dakota State). Consider moving Philosophy to English and Religious Studies to History if other combinations do not work (e.g. USMA, Drexel, Idaho State, Arkansas State, Murray State, Georgia Southern).

Physics – Inclusion in USAP 2.3 is inappropriate. Curricular innovation, strong service and client curricular responsibilities, growing numbers of majors, and strong community outreach suggest the department is stronger and more viable than base metrics would suggest. Recommendation: sustain current level of investment, maintain as independent department.

Political Science – Change in departmental leadership could bring a heightened sense of urgency to the issue of declining enrollments and majors. Realigning instructional resources in order to more successfully attract and retain majors is a critical challenge. Recommendation: either maintain as independent department or undertake administrative merger with department of History.

Psychology – Ongoing personnel attrition will put increasing curricular pressure on one of the most successful departments at IPFW. Resources must be directed towards faculty replacement in order to maintain current level of quality. Recommendation: maintain as independent department create multi-year resource allocation plan for new faculty positions.

Sociology – Declining student interest and elevated attrition rates have combined to shrink the department's number of majors. Planned leadership transition provides opportunity for administrative organizational change. Recommendation: maintain as independent department serving as foundation for a new multi-disciplinary department or consider transfer to EPP and merger with Public Policy.

Woman's Studies – Uniquely positioned as an independent degree granting program within COAS, WOST is the smallest of all administrative organizations considered by this study. Small program size is offset by vibrant engagement activities and high instructional efficiency. Recommendation: reduce administrative overhead through the creation of a new multi-disciplinary department of Sociology, Women's Studies, and Social Justice combining faculty from Sociology, WOST, and potentially other departments, if Sociology moves to Public Policy, consider combination with Anthropology.

Doermer School of Business Academic Departments

Accounting and Finance – A strong and successful department at the undergraduate level. On-going concerns exist regarding the strength of the MBA and the level of preparedness for AACSB review. Administrative alignment of degree programs could be reconsidered. Recommendation: maintain as an independent department, give consideration to administrative realignment of finance with economics.

Economics – As the smallest contributor to the BSB and MBA programs, the department of economics has a significantly heavier service teaching burden than the other two DSB departments. Traditionally a strong contributor to the professional qualifications credentials for accreditation. Recommendation: maintain as an independent department, coordinate with the Department of Political Science as well as COAS and DSB deans regarding BA vs BSB programs, give consideration to administrative realignment of finance with economics.

Management and Marketing – A strong and successful department that has been challenged over the last few years by leadership transitions and personnel changes. On-going concerns exist regarding the strength of the MBA and the level of preparedness for AACSB review. The department must play a central role in addressing both concerns. Recommendation: maintain as an independent department, explore possibility of national search for chair.

Education and Public Policy Academic Departments

Educational Studies – Enrollment in this department has rebounded from a sharp decline. New departmental leadership should bring additional energy and enthusiasm to the program. Elementary education is the largest and strongest of the degree programs. Programs in early childhood, middle, and secondary education present student retention and success challenges. The department must work creatively with colleagues in COAS to address teaching program issues as well as to establish a long-term strategy to provide certified secondary teachers in anticipation of a future teacher shortage. Recommendation: maintain as an independent department aggressively partner with COAS departments on issues of secondary teacher preparation, address retention and success challenges.

Professional Studies – The department provides graduate education in three distinct areas: counseling, educational leadership, and special education. All three programs are staffed by a preponderance of junior faculty. Little or no senior leadership is available within the department as evidenced by the current interim chair taken from Educational Studies. The department is currently supported by 1.25 administrative FTE comprised of a 0.5 FTE interim chair and three 0.25 FTE program coordinators. Recommendation: reduce total administrative FTE to 0.75 by the start of the 17-18 academic year.

Public Policy – The department is dominated by the CJ program. Opportunities for program growth exist in Health Services Administration and Not-for-Profit/Social Service Organization leadership. Increasing focus on applied practice will both enhance student demand as well as build stronger connections with potential partner organizations throughout the region. Recommendation: maintain as an independent department, suspend admissions to environmental policy degree, annually review viability of legal studies and public management programs, administrative organizational change could be reimagined following finalization of governance decisions. A move to COAS and/or merger with Political Science could create a significant negative impact on CJ majors due to COAS distribution requirements. Alternatively Sociology could move to EPP and merge with Public Policy. Curricular comparison with other regional and online competing programs is critical.

Engineering, Technology and Computer Science Academic Departments

Civil and Mechanical Engineering – Newly formed through the separation of a single Engineering Department into two departments. Low graduation efficiency is a significant concern for both programs in this department. Coordination of Freshman Engineering program with ECE is critical. Mechanical engineering is the largest of the four degree programs but has the worst trend ratio. Recommendation: maintain as an independent department. Set targets and goals for student recruitment, retention, and graduation. Eliminate curricular and instructional bottlenecks to student success. Department and college administration must fully consider the needs of both degree programs equally.

Computer Science – New departmental leadership brings energy and a sense of student centeredness to the department. The department is one the key growth vectors for ETCS and IPFW. Continuously improving connections and collaborations with regional industry is critical. Recommendation: maintain as an independent apartment. Set targets and goals for student recruitment, retention, and graduation.

CEIT – The technology departments are currently under the joint administrative leadership of a single chair. This trial arrangement shows signs of success. Upcoming ABET visit should provide guidance on future organizational structure. Recommendation: maintain current joint administrative structure with MECT, undertake formal merger after ABET review, merger could result in a single technology Department or a School of Technology [Polytechnic Institute?] under the College.

Electrical and Computer Engineering - Newly formed through the separation of a single Engineering Department into two departments. Low graduation efficiency is a significant concern for both programs in this department. Coordination of Freshman Engineering program with CME is critical. Recommendation: maintain as an independent department. Set targets and goals for student recruitment, retention, and graduation.

MCET – The technology departments are currently under the joint administrative leadership of a single chair. This trial arrangement shows signs of success. Upcoming ABET visit should provide guidance on future organizational structure. Recommendation: maintain current joint administrative structure with CEIT, undertake formal merger after ABET review, merger could result in a single technology Department or a School of Technology [Polytechnic Institute?] under the College.

OLS – One of the strongest academic departments at IPFW. Stabilization and growth has occurred since receiving full departmental status with ETCS. Recommendation: maintain as an independent department. Outcome of governance negotiations could provide reason for reorganization within college structure but such considerations are as yet premature.

Health and Human Services Academic Departments

Hospitality and Tourism Management – Declining numbers of majors presents long-term viability concern. Relationship with partner organizations (Holiday Inn, Palm Island) are great programmatic value ads but present financial and operational challenges. Recommendation: maintain as an independent department. Carefully monitor departmental performance metrics. Outcome of governance negotiations could provide reason for reorganization within college structure but considerations are as yet premature.

Human Services – One of the most instructionally efficient programs at IPFW. Stabilization of departmental leadership was a critical step to long-term success. Recommendation: maintain as an independent department. Develop multi-year plan for resources necessary for program expansion. Outcome of governance negotiations could provide reason for reorganization within college structure but considerations are as yet premature.

Nursing – The largest, most complex, and most viable department at IPFW. Chronic challenges in faculty recruiting make curricular continuity and growth difficult. Leadership transition following successful accreditation presents opportunities and challenges. The focus of the on-going governance negotiation. Recommendation: maintain as an independent department pending outcome of governance negotiations. If department is to stay within HHS and IPFW then reorganize the degree offerings into a College of Nursing.

Medical Imaging and Radiologic Sciences – The department has in recent years transitioned from a hospital-based program to a university degree program and from offering an AS in Radiography to a BS in Medical Imaging. As one of the three departments that are subject to a change in governance, MIRS faces an uncertain future. Recommendation: maintain as an independent department pending outcome of governance negotiations. If department is to stay within HHS and IPFW, support the growth and expansion of the BSMI program.

Dental Education – The department is composed of three content areas: dental assisting, dental hygiene, and dental laboratory technology. Dental lab tech has transitioned to a baccalaureate degree programs while the other two are in process. As one of the three departments that are subject to a change in governance, Dental Education faces an uncertain future. Recommendation: maintain as an independent department pending outcome of governance negotiations. If department is to stay within HHS and IPFW, support the continued transition to baccalaureate degree programs.

Visual and Performing Arts Academic Departments

Fine Art – As with other departments in VPA, faces challenges in graduation efficiency. Accrediting body recommends merger with VCD, recommendation supported by faculty, merger planning underway. Recommendation: complete merger with VCD to achieve curricular and administrative efficiencies.

Music – As with other departments in VPA, faces challenges in graduation efficiency. New departmental leadership and a variety of young, talented, aggressive faculty has brought an energy to the department that was lacking for some years. Recommendation: maintain as an independent department. Outcome of governance negotiations could provide significant challenges to department but consideration of such possibilities are as yet premature.

Theater – As with other departments in VPA, faces challenges in graduation efficiency. Modest growth trend suggests stabilization and long-term viability of department. Recommendation: maintain as an independent department.

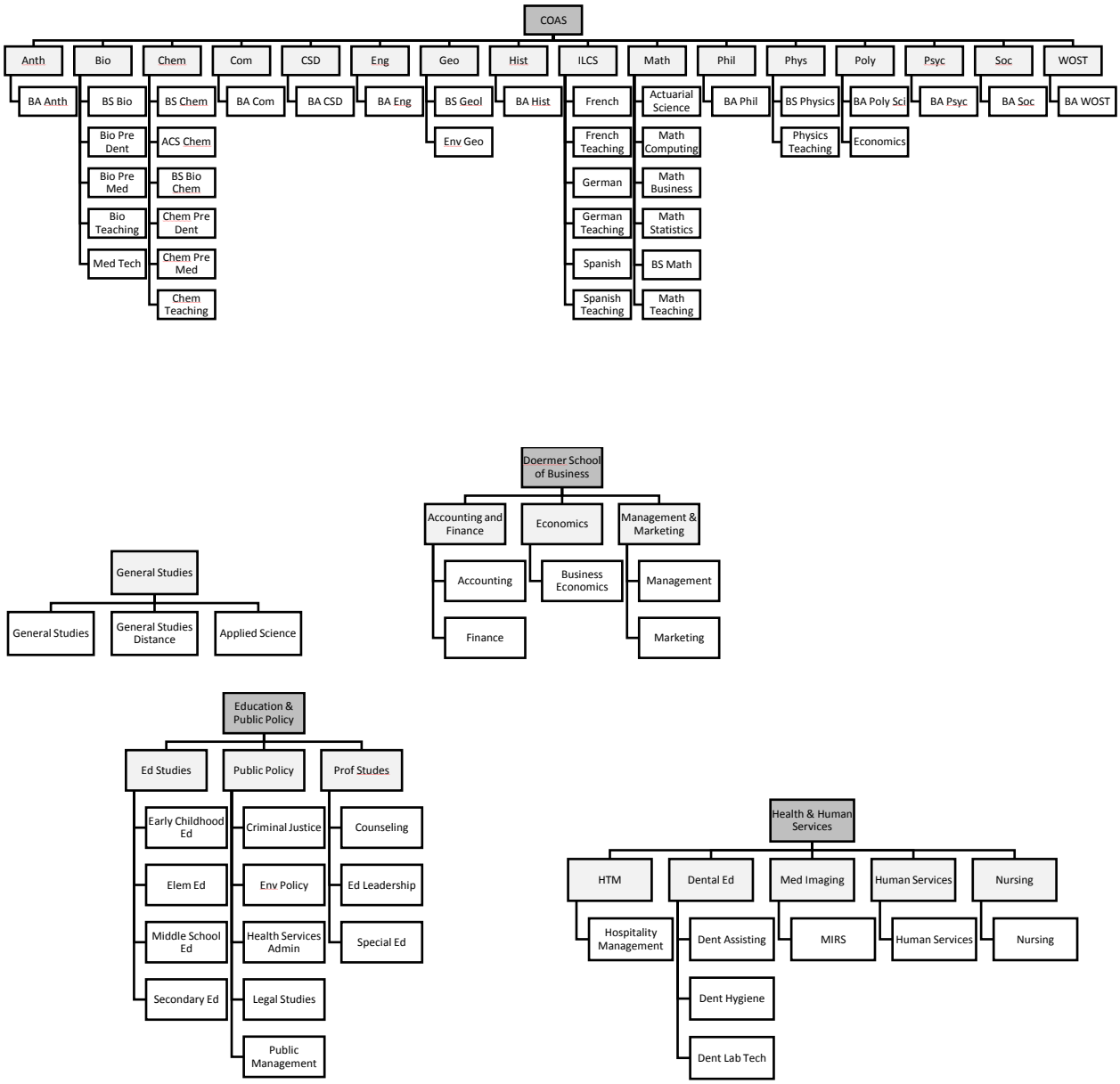
VCD – As with other departments in VPA, faces challenges in graduation efficiency. Accrediting body recommends merger with Fine Arts, recommendation supported by faculty, merger planning underway. Recommendation: complete merger with Fine Arts to achieve curricular and administrative efficiencies.

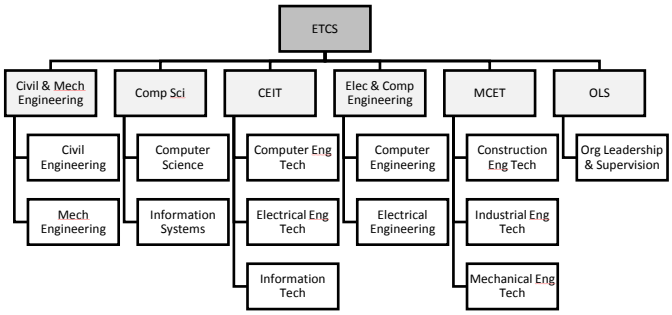
Appendix 1: Revised Program Performance Metrics

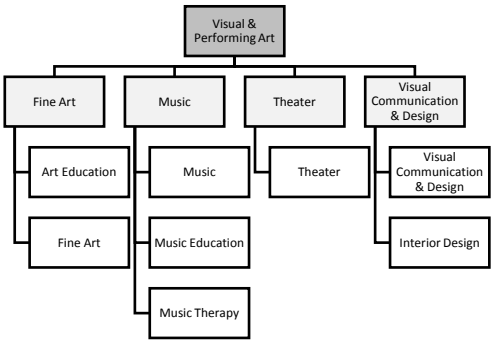
			Direct Metrics			Metric Ratios		
College	Dept	Program	Demand	Participation	Productive	Grad Eff	Attrition	Trend
COAS	Anth	Anthropology	22.4	51.6	11.4	22%	26%	0.81
	Biol	Biology	113.4	212.0	24.4	12%	27%	1.05
		Bio Pre Dentistry	14.0	27.2	2.2	8%	24%	1.00
		Bio Pre Medicine	88.6	185.6	14.2	8%	23%	0.95
		Bio Teaching	4.6	8.2	1.0	12%	29%	0.72
		Medical Technology	11.2	18.6	0.8	4%	30%	0.95
	Chem	Chemistry	20.0	38.6	3.4	9%	23%	0.95
		Chemistry BioChem	8.4	17.4	4.2	24%	15%	0.91
		Chemistry Chem	2.0	4.4	1.2	27%	0%	1.25
		Chem Pre Dentistry	2.0	2.4	0.2	8%	33%	1.11
		Chem Pre Medicine	14.8	23.4	1.4	6%	36%	0.95
		Chem Teaching	1.8	4.0	0.2	5%	30%	0.82
	Com	Communication	110.4	243.4	47.4	19%	20%	0.96
	CSD	Communication Sciences & Dis	35.6	90.2	21.2	24%	15%	0.86
	Engl	English	73.6	174.8	34.0	19%	19%	0.96
	Geos	Environmental Geo	3.4	5.4	1.0	19%	33%	1.06
		Geology	9.2	22.6	2.8	12%	22%	0.92
	Hist	History	38.8	90.0	16.6	18%	23%	0.88
	ILCS	French	4.4	9.4	2.2	23%	15%	0.96
		Freach Teaching	1.6	3.2	0.4	13%	13%	1.14
		German	3.0	6.8	1.4	21%	29%	0.79
		German Teaching	0.4	1.0	0.0	0%	20%	0.67
		Spanish	15.8	29.0	5.6	19%	30%	0.95
		Spanish Teaching	4.8	8.4	0.8	10%	26%	1.00
	Math	Math Actuarial Sci	17.6	29.2	3.0	10%	23%	1.17
		Math Computing	1.2	1.8	0.2	11%	0%	1.50
		Math Business	4.8	8.0	0.8	10%	35%	0.96
		Math Statistics	3.6	5.4	0.6	11%	41%	1.00
		Mathematics	12.2	18.8	3.4	18%	32%	0.95
		Math Teaching	16.2	31.2	5.0	16%	21%	0.77
	Phil	Philosophy	11.4	32.2	4.2	13%	26%	0.78
	Phys	Physics	16.6	36.8	4.6	13%	20%	1.15
		Physics Teaching	1.8	4.4	0.6	14%	9%	0.82
	Poly	Economics	8.4	19.2	3.2	17%	23%	0.89
		Political Science	33.6	70.8	13.8	19%	26%	0.86
	Psyc	Psychology	177.8	391.8	69.0	18%	21%	0.95
	Soc	Sociology	18.6	39.0	7.0	18%	29%	0.89
	WOST	Woman's Studies	4.6	10.0	2.0	20%	24%	0.92

			Direct Metrics			Metric Ratios		
College	Dept	Program	Demand	Participation	Productive	Grad Eff	Attrition	Trend
DSB	A&F	Accounting	211.1	327.1	48.4	15%	15%	1.07
		Finance	70.1	99.8	19.4	19%	9%	1.07
	Econ	Bus Econ Public Policy	37.1	51.1	11.2	22%	7%	1.07
	M&M	Management	175.5	243.7	48.6	20%	13%	1.11
		Marketing	92.5	122.1	27.8	23%	10%	1.14
GST	GST	General Studies	327.4	561.8	180.4	32%	25%	0.93
		General Studies Distance	21.6	30.2	6.0	20%	28%	1.42
EPP	EdSt	Early Childhood Education	10.2	18.6	3.6	19%	30%	0.94
		Elementary Education	162.8	413.8	64.0	16%	17%	0.93
		Middle School Education	11.2	21.4	5.4	25%	7%	1.27
		Secondary Education	29.8	79.2	17.4	22%	22%	0.53
	Ppol	Criminal Justice	104.0	227.6	42.8	19%	25%	0.93
		Environmental Policy	11.6	26.8	6.0	22%	16%	0.98
		Health Services Admin	41.8	92.2	26.0	28%	13%	0.99
		Legal Studies	13.2	25.0	4.4	18%	23%	0.96
		Public Management	8.6	17.4	4.0	23%	22%	0.93
ETCS	CME	Civil Engineering	49.5	84.8	11.2	13%	11%	1.04
		Mechanical Engineering	126.7	212.1	19.0	9%	19%	1.06
	CS	Computer Science	112.4	226.8	23.8	10%	26%	1.06
		Information Systems	45.8	77.8	18.6	24%	19%	1.16
	CEIT	Computer Eng Tech	25.6	63.4	13.2	21%	2%	0.79
		Electrical Eng Tech	46.2	103.6	27.4	26%	21%	0.88
		Information Technology	16.4	43.6	3.8	9%	19%	1.05
	ECE	Computer Engineering	29.9	45.7	3.8	8%	15%	1.19
		Electrical Engineering	54.9	92.2	9.2	10%	15%	1.08
	MCET	Construction Engineering Tech	14.6	30.0	5.6	19%	27%	0.83
		Industrial Engineering Tech	14.8	30.8	5.8	19%	22%	1.00
		Mechanical Engineering Tech	86.4	215.2	45.2	21%	17%	0.98
	OLS	Org Leadership & Supervision	134.2	283.6	83.2	29%	16%	0.97
HHS	HTM	Hospitality Management	49.8	123.2	21.8	18%	22%	0.88
	HumServ	Human Services	109.6	238.4	37.6	16%	21%	1.01
	Nurs	Nursing	303.0	732.4	94.6	13%	21%	0.98
VPA	FnArt	Art Education	19.8	44.0	5.2	12%	18%	1.04
		Fine Arts	32.0	76.6	12.6	16%	22%	0.92
	Music	Music	41.6	91.4	9.2	10%	23%	0.94
		Music Education	15.0	41.2	4.5	12%	14%	0.96
		Music Therapy	17.6	40.2	3.0	7%	14%	1.42
	Theater	Theater	20.4	45.4	7.0	15%	20%	1.07
	VCD	Visual Communication & Design	90.2	285.6	34.8	12%	19%	0.88
		Interior Deisgn	29.2	54.8	13.4	24%	25%	0.90

Appendix 2: Current Academic Organization

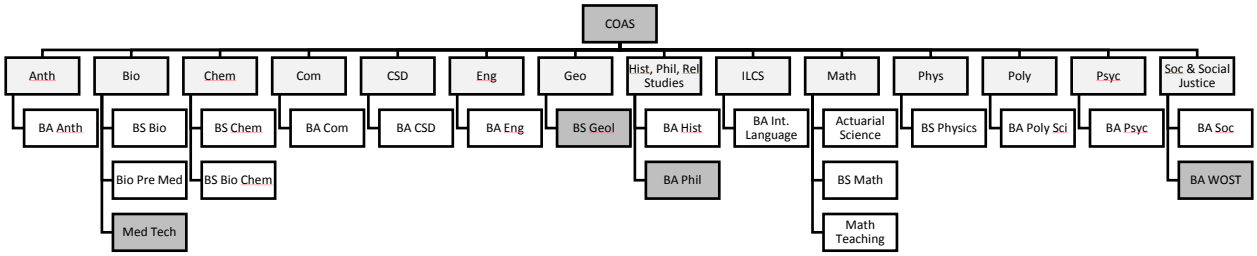



ETCS
Civil & Mech Engineering
Comp Sci
CEIT
Elec & Comp Engineering
MCET
OLS
Civil Engineering
Mech Engineering
Computer Science
Information Systems
Computer Eng Tech
Electrical Eng Tech
Information Tech
Computer Engineering
Electrical Engineering
Construction Eng Tech
Industrial Eng Tech
Mechanical Eng Tech
Org Leadership & Supervision

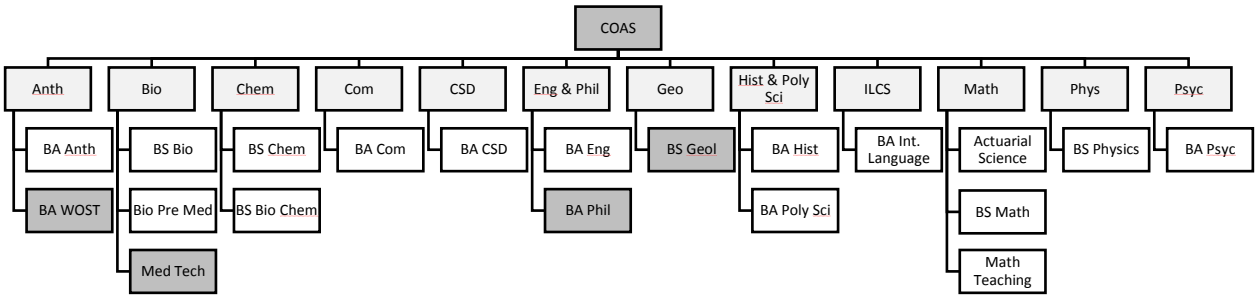

Visual & Performing Art
Fine Art
Music
Theater
Visual Communication & Design
Art Education
Fine Art
Music
Music Education
Music Therapy
Theater
Visual Communication & Design
Interior Design

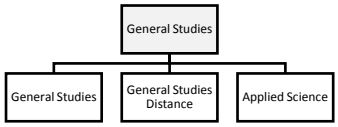
Appendix 3: Proposed Academic Organization
(shaded programs are identified in the recommendations as subject to consideration for future elimination)

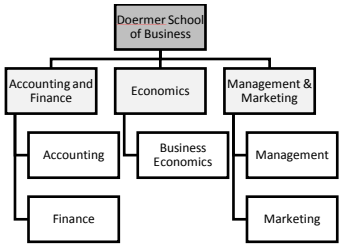
A

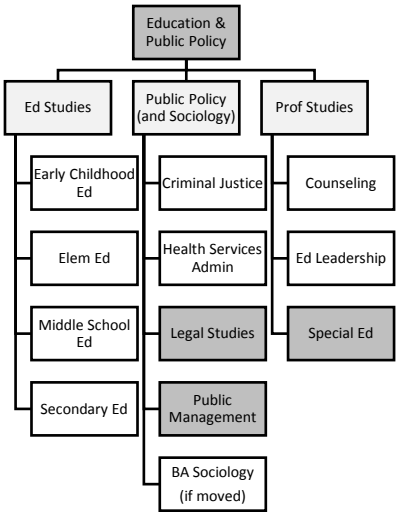


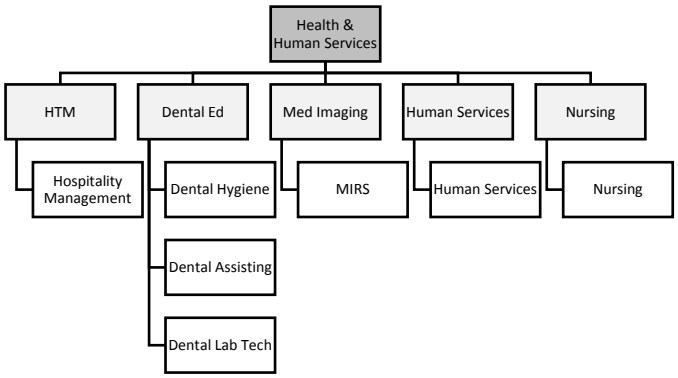
B

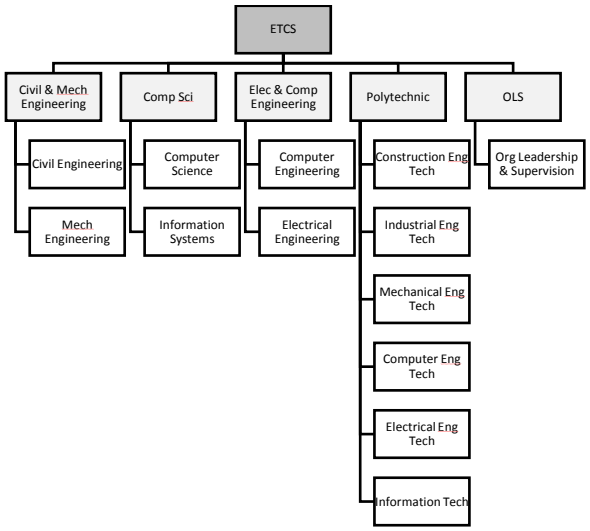


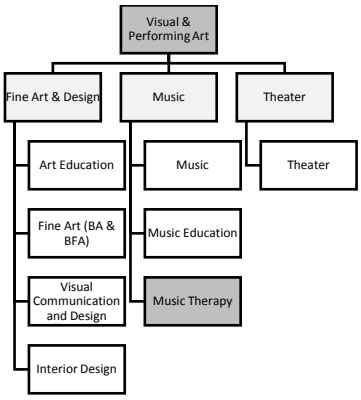





Education & Public Policy
Ed Studies
Public Policy (and Sociology)
Prof Studies
Early Childhood Ed
Elem Ed
Middle School Ed
Secondary Ed
Criminal Justice
Health Services Admin
Legal Studies
Public Management
BA Sociology (if moved)
Counseling
Ed Leadership
Special Ed


Health & Human Services
HTM
Dental Ed
Med Imaging
Human Services
Nursing
Hospitality Management
Dental Hygiene
Dental Assisting
Dental Lab Tech
MIRS
Human Services
Nursing


ETCS
Civil & Mech Engineering
Comp Sci
Elec & Comp Engineering
Polytechnic
OLS
Civil Engineering
Mech Engineering
Computer Science
Information Systems
Computer Engineering
Electrical Engineering
Construction Eng Tech
Industrial Eng Tech
Mechanical Eng Tech
Computer Eng Tech
Electrical Eng Tech
Information Tech
Org Leadership & Supervision


Visual & Performing Art
Fine Art & Design
Music
Theater
Art Education
Fine Art (BA & BFA)
Visual Communication and Design
Interior Design
Music
Music Education
Music Therapy
Theater