**ASSURANCE SECTION**

**REPORT OF A COMPREHENSIVE EVALUATION VISIT**

TO

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

Fort Wayne, Indiana

November 15-17, 2010

FOR

**The Higher Learning Commission**

A Commission of the North Central Association of Colleges and Schools

**EVALUATION TEAM**

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**Contents**

I. Context and Nature of Visit 3

II. Commitment to Peer Review 7

III. Compliance with Federal Requirements 8

IV. Fulfillment of the Criteria 8

a. Criterion One 8

b. Criterion Two 11

c. Criterion Three 13

d. Criterion Four 16

e. Criterion Five 18

V. Affiliation Status 21

**I. CONTEXT AND NATURE OF VISIT**

**A. Purpose of Visit**

The team visited Indiana University-Purdue University Fort Wayne in Fort Wayne, Indiana on November 15-17, 2010 for the purpose of a comprehensive review for continued accreditation.

**B. Organizational Context**

Indiana University-Purdue is a public, comprehensive university offering associate’s, bachelor’s, and master’s degrees. It serves approximately 13,000 undergraduates and 800 graduate students. It is considered a regional institution by the Indiana Commission for Higher Education with a service region of 11 counties in northeast Indiana.

The University began as separate extension centers of Indiana University and Purdue University. In 1958, the Indiana Purdue Foundation at Fort Wayne purchased land for the merger of locations into one. The campus opened in 1964. In 1974, Indiana University and Purdue University in Fort Wayne merged to a single administration of the institution, and Indiana University-Purdue University Fort Wayne (IPFW) came into being. Each institution chose mission areas for academic programs, and Purdue University was designated as the managing partner of IPFW. During the 1980’s an academic structure was created in the interests of emphasizing relationships among departments at IPFW rather than with departments at either Indiana University or Purdue University.

IPFW continues to operate under an agreement with Purdue University as the managing partner. While some program missions continue to align with Indiana University, all non-faculty contracts are made with Purdue University. An increasing number of faculty contacts are under Purdue, because new faculty are hired now under Purdue contracts regardless of program mission. However, IU mission faculty are appointed, promoted, and tenured through IU processes and policies. Despite these connections with IU and Purdue, IPFW has a great deal of autonomy and has established its own identity. Many students now see themselves as IPFW students rather than IU or Purdue students.

**C. Unique Aspects of Visit**

None.

**D. Sites or Branch Campuses Visited**

One member of the team visited the site in Warsaw, Indiana.

**E. Distance Education Reviewed**

Distance Education course delivery is managed by the Division of Continuing Studies (DCS), an entrepreneurial unit with a strong commitment to collaboration. Faculty and departments control distance education offerings, approving the courses and instructors as well as managing the course enrollment capacities. DCS is responsible for the online Bachelor of General Studies degree and is in its second cohort of an executive MBA program.

IPFW has offered distance education courses since the mid-1990’s, beginning with TV and videotape media. Offerings grew throughout the decade, and a course transformation grant program was established in 1999, an instructional designer was hired in that same year, and a task force recommendation led to the establishment of the Center for Learning and Teaching (CELT) program to support this growth. WebCT was chosen in 2000 as the course management system for distance education offerings via the internet. Also in 2000, the university sought and gained HLC approval to offer the Associate of Arts in General Studies (AAGS) and Bachelor of General Studies (BGS) via distance education. Since that time distance education programming has both grown and evolved to the point that distance education classes are now offered predominantly via the internet.

During 2009, 445 different courses were offered, and there were 13, 718 enrollments in these classes. As reported through the Annual Institutional Data Update (AIDU), three full degree programs are offered via distance education (AAGS, BGS, and MS in nursing). Distance education courses include all of the university’s general education areas, so they also support completion of the university’s other undergraduate degree programs. In 2009, 75% of baccalaureate graduates had earned at least one online credit. Online courses account for 12% of the total credits generated in an academic year. The university is continuing its efforts to promote further growth in distance education offerings at both the undergraduate and graduate levels.

**F. Interactions with Constituencies**

Board of Trustees, Purdue University representative

Chancellor

Vice Chancellor for Academic Affairs

Vice Chancellor for Financial Affairs

Vice Chancellor for Student Affairs

Associate Vice Chancellor for Academic Programs

Associate Vice Chancellor for Diversity and Multicultural Affairs

Associate Vice Chancellor for Institutional Research and Planning

Associate Vice Chancellor for Office of Research and External Support

Associate Dean of Students

Warsaw Site Staff

Deans

 College of Arts and Sciences

 College of Engineering, Technology, and Computer Science

 College of Health and Human Services

 College of Visual and Performing Arts

 Richard T. Doermer School of Business and Management Sciences

 School of Education

 Library

Department Chairs

 College of Arts and Sciences

 College of Engineering, Technology, and Computer Science

 College of Health and Human Services

 College of Visual and Performing Arts

 Richard T. Doermer School of Business and Management Sciences

 School of Education

Directors and Staff

 Alumni, Director

 Assessment, Director

Athletics, Director

Center for Academic Support and Advancement (Director and staff)

 Center for the Enhancement of Learning and Teaching (Director and 3 staff)

 Continuing Studies Division, Director and Assistant Director

 Development, Director

 Financial Aid, Director and Associate Director

 First Year Experience, Associate Director

 General Education, Director

 Graduate Studies, Director

Student Housing, Director

Councils/Committees/Groups

Academic Officers Council

Assessment Council

Baccalaureate Framework Task force

Community Advisory Council (1 representative)

Distance Education Coordinating Committee (DECCO)

Doermer School of Business Advisory Council

Education Policy Committee

Faculty Colloquium on Excellence in Teaching (FACET)

Faculty Leadership Representatives

Faculty Senate Members

First Year Council

General Education Subcommittee

Graduate Programs, Directors

Library Subcommittee

Strategic Planning and Resources Committee

Open Meetings

Faculty (68)

Staff (47)

Students (5)

**G. Principal Documents, Materials, and Web Pages Reviewed**

Self-Study Materials

2010 Self-Study Report: Our Bridge to the Future

Purdue University Audits

IPFW Strategic Plan for 2001-2006

IPFW Strategic Plan for 2008-2014

Academic Handbook, August 2008, Indiana University

Purdue University Faculty and Staff Handbook, 2008-2009

Student Handbook and Planner, 2010-2011

Other Resources

Academic Program Assessment Handbook

Assessment Plans for Academic Departments

Baccalaureate Framework

Distance Learning Task Force Report

Division of Continuing Studies 2001-2009 New Projects and Awards

Division of Continuing Studies 2009 Accomplishments

Examples for Documenting and Evaluating Teaching

General Studies Degrees: One Success Story after Another

Graduate: It’s up to U!

HERI Survey, 2002

HERI Survey, 2008

IPFW Office of University Engagement: Your one-stop portal to access excellence at

 IPFW (Brochure)

IPFW Faculty Accomplishments (Office of Research and External Support)

IPFW Student-Athlete Handbook

Management and Academic Mission Agreement – Indiana University-Purdue University

Fort Wayne

Northeast Indiana’s Unique Multi-university, Community-based Partnership for University

Engagement (PowerPoint Presentation, Sean Ryan, Director of University

Engagement)

Online Advisor Manual

ORES Annual Report of Grants and Contracts 2009-2010

Organizational Structure

Purdue University 2011-2021 Ten-Year Capital Plan

Report of Progress in Gen. Ed Assessment

Statements of Diversity, Civility, & Integrity

Senate Document 05-8 Pedagogical Framework for the IPFW Baccalaureate Degree

Senate Document 81-10 5.3 The Educational Policy Committee

Senate Document 93-26

Spring Semester Schedule of Classes 2011

UMatter@IPFW Survey Report

 Web Pages

<http://new.ipfw.edu/dotAsset/183251.pdf>

<http://new.ipfw.edu/dotAsset/183269.pdf>

<http://new.ipfw.edu/dotAsset/183304.pdf>

<http://new.ipfw.edu/dotAsset/183292.pdf>

<http://new.ipfw.edu/offices/accreditation/self-study/references.html>.

<http://new.ipfw.edu/about/strategic-plan/mission-values-vision.html>

<http://new.ipfw.edu/about/statements/>

<http://www.niic.net/>

Assessment

Colleges and Schools

Fund Raising

IPFW Graduate Bulletin 2010-2011

IPFW Undergraduate Bulletin 2010-2011

Small Campus

**II. COMMITMENT TO PEER REVIEW**

**A. Comprehensiveness of the Self-Study Process**

IPFW identified a self-study coordinator and began its preliminary planning for the self-study process in 2008. The chancellor appointed the steering committee members who began to meet that fall. Subcommittees consisting primarily of faculty and administrators were then established for each criterion. The draft of the self-study was completed in August 2009 by the subcommittees. It was subsequently widely distributed to campus constituencies for review and revision in early 2010. The final document was completed by a writing team of faculty and administrators during the summer of 2010. The team found the process to be comprehensive both in terms of inclusion of campus groups and the content.

**B. Integrity of the Self-Study Report**

The self-study report presented a candid assessment of how IPFW saw itself. It was open about IPFW strengths and the challenges facing the institution. The report served the institution well in helping to shape the direction of other work to be done.

**C. Adequacy of Progress in Addressing Previously Identified Challenges**

The team considers the response of the organization to previously identified challenges to be adequate.

**D. Notification of Evaluation Visit and Solicitation of Third-Party Comment**

Requirements were fulfilled.

**III. COMPLIANCE WITH FEDERAL REQUIREMENTS**

The team reviewed the required Title IV compliance areas and the student complaint information. See attached worksheet.

**IV. FULFILLMENT OF THE CRITERIA**

**CRITERION ONE: MISSION AND INTEGRITY.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**1. Evidence that Core Components are met**

* The Indiana University-Purdue University – Ft. Wayne (IPFW) consistently and prominently displays its mission. The IPFW mission is reflected in a variety of institutional documents, namely the strategic plan, the campus facilities master plan, the undergraduate and graduate catalogs, the Chancellor’s website, and academic unit reports (e.g., annual reports of the various IPFW colleges).
* State policy declarations, institutional governance documents, and various university publications and planning documents provide consistent and readily accessible evidence that IPFW embraces its role as the state’s regional university in northeast Indiana. Located in the state’s second largest city, and the major regional institution in the region, IPFW accommodates diverse constituencies, including residents of the region – both urban and rural, employers, economic development and entrepreneurial interests, a research community, community and regional cultural and artistic interests, elementary and secondary education, and transfer students. IPFW accommodates the needs and interests of its constituencies through programs of instruction, research, and service.
* Further evidence that the commitments of IPFW are understood, accepted, and pursued by the campus community exists in the mission and objectives statements articulated by the IPFW Senate (e.g., IPFW Senate Document SD05-8 dated 10 Apr 06 re: “Pedagogical Framework for the IPFW Baccalaureate Degree”). The mission statement demonstrates broad and deliberate involvement in building consensus around institutional purpose. Most importantly, the mission and objectives statements articulate the competencies to be developed in and demonstrated by students who complete programs of study at IPFW, particularly by way of the Baccalaureate Framework. Furthermore, evidence exists that routine consideration of institutional mission occurs in other forums at or related to the University, including the Boards of Trustees for both Indiana University and Purdue University, expressions of pride in service articulated by individual IPFW faculty members, objectives of the enrollment management function, and initiatives undertaken by alumni and development offices to garner support for institutional purposes.
* Ample evidence exists to demonstrate the commitment of IPFW to serving an increasingly diverse constituency drawn from both rural and urban environments. The institutional diversity statement is an express statement of commitment and purpose recognizing the rich dynamic of the institutional environment. The statement is comprehensive and includes reference to various elements of the campus milieu, including race, ethnicity, gender, sexual orientation, class, age, disabilities, political and religious affiliation, and socioeconomic status. Although dated, the institutional diversity statement is supplemented by the “Diversity Accomplishments – 2004” report in which evidence was presented relative to five diversity-related themes (i.e., student recruitment and retention, faculty and staff recruitment and retention, campus climate, curriculum, and community outreach).
* As a region-serving institution, IPFW also demonstrates a recognition of its responsibilities in responding to an economic environment that has witnessed significant change and that is pursuing diversification. For example, IPFW hosts the Northeast Indiana Innovation Center (NIIC). The NIIC, located on University-owned land, is dedicated to fostering business start-up and growth, thus helping the service region of IPFW accommodate the transition from a manufacturing-based economy to an economy based upon advanced education and research. Collaborative relationships between IPFW and community-based organizations and agencies further demonstrate the institutional commitment to diversity in services and constituencies; an example is the development of commercial lodging and recreational facilities by external interests on University real estate.
* Techniques have been adopted at IPFW to inculcate institutional mission throughout the university. For example, the institutional mission as articulated through the 2008-2014 strategic plan is subsequently reflected in the planning and performance-reporting documents for institutional units, statements of purpose for various administrative units, and routine institutional publications (e.g., undergraduate and graduate catalogs, institutional website). Annual reports developed by various administrative units reflect the mission of the institution. Campus constituents consistently reference the regional role and purpose of IPFW. The linkage of the institution’s purpose is further corroborated by the existence of the Community Advisory Council (CAC), comprised of citizens from throughout the region who have direct and on-going communication to and with the Chancellor relative to region development and the interface with the institution.
* Multiple mechanisms and structures are extant at IPFW through which leadership and collaboration contributes to mission accomplishment. The primary formalized structure available for campus constituents is the IPFW Senate. The primary formalized structure for external constituents is the IPFW Community Advisory Council.
* The joint participation of two institutions (i.e., Indiana University, Purdue University) in the governance and management of IPFW is addressed via the 1 Jul 08 “Management and Academic Mission Agreement.” Although the governance structure is unusual and, at times challenging, it appears to be wholly functional. The team found that IPFW, while operating under a Management Agreement involving two distinct institutions has successfully evolved into a separately branded and recognized institution of postsecondary education serving the northeastern quadrant of Indiana and neighboring regions.
* IPFW routinely acts to uphold and protect its integrity. IPFW has articulated a standard of pursuing discipline-specific accreditation for academic programs (e.g., teacher education, business, nursing, engineering). The undergraduate experience at IPFW is organized and delivered within the ‘Baccalaureate Framework,’ a conceptual model that specifies the common elements of the program of study for the undergraduate degree. The Baccalaureate Framework is also the conceptual model upon which efforts have been and continue to be made to assess the general studies component of the undergraduate experience. Outreach sites established in communities throughout the IPFW service region further demonstrate the commitment of the institution to fulfillment of its regional presence and responsibilities. Effective use of electronically-mediated instruction, tenured and tenure-track faculty, and adjunct faculty in the delivery of courses and programs at off-campus sites is further evidence of the commitment of IPFW to fulfilling its public and regional responsibilities. IPFW has carefully monitored the changing nature of the population, economy, and communities within its service region and has appropriately modified services and programs to accommodate those changes.

**2. Evidence that one or more specified Core Components need organizational attention**

**3. Evidence that one or more specified Core Components require Commission follow-up.**

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION TWO: PREPARING FOR THE FUTURE.** The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

**1. Evidence that Core Components are met**

* IPFW realistically prepares for a future shaped by multiple societal and economic trends through its planning processes which include effective environmental scanning. Effective environmental scanning is evidenced by the key regional and national trends referenced in the self study, the Indiana Commission for Higher Education’s strategic directions, and the Constraints and Challenges section of the Strategies for Excellence 2008-2014 strategic plan.
* IPFW’s attention to its function in a multicultural society can be seen in the Strategies for Excellence 2008-2014 strategic plan through its valuing of a campus environment that respect diversity; its Shared Initiatives including fostering “a diverse inclusive, multicultural, and international campus community”; and its Strategic Directions and Action Priorities including, “increase the range of diverse cultural, athletic, artistic, educational, and recreational activities to the community.” This attention will ensure that IPFW is prepared for a future shaped by increasing diversity.
* The commitment to diversity can be seen in actions of units. The multicultural affairs unit sees its mission as engagement, "making sure we are meeting the needs of our students." Diversity is defined not only as ethnicity and gender but also as geographic diversity. Recent efforts to serve the diverse student population have addressed the needs of women in conjunction with faculty partners from Women's Studies. Efforts serving returning adults recognize a number of sub-groups including veterans and those in transitions (i.e., unemployment and divorce). Spring 2011 efforts will include the use of a Scholar in Residence who will work with staff to look at the needs of future students. The unit has been particularly effective in receiving Upward Bound and Student Support Services grants to serve a low income, first generation, diverse population from the Northeast Indiana region.
* IPFW has a history of achieving its planning goals as documented by the results of its successful 2001-2007 Strategic Plan which surpassed most of its financial goals for university development and raised more than twice the $20 million goal in its Discover IPFW Capital Campaign. Results can be seen in the Rhinehart Music Center, the indoor track in the Student Services Complex, student housing, scholarships, endowed professorships, the St. Joe bridge, and Centers of Excellence. These enhancements to the campus help attract well qualified students and faculty and enhance its competitive advantage over its competitors.
* IPFW is working to nurture its relationship with alumni. To accomplish this, the institution relies on social media and an alumni bulletin sent three times a year. IPFW has held an annual trip to Florida for the last seven years; and Florida alumni are invited to a gathering. The alumni office partners with campus organizations in activities through the group Students Today and Tomorrow (STAT). The Student Orientation, Advising, and Registration (SOAR) program also includes a development officer who talks with parents about giving opportunities. Finally, an Alumni Center is under construction. Such activities should establish a solid relationship with alumni when they reach their prime giving years.
* IPFW conducts periodic reviews of academic and administrative subunits which contribute to improvement of the organization. The programs follow a detailed schedule for review and engage in systematic program review. Where possible, the university is also aggressively pursuing professional accreditations of academic departments.
* While the previous team found that strategic planning needed much more attention on the part of IPFW, the current team found that IPFW has moved strategic planning to a position of strength. Planning occurs at all levels of the institution, and the planning at each level aligns with planning at the levels above it. This can be seen within academic as well as academic support units. These plans provide direction for the institution while maintaining the flexibility to pursue emerging opportunities and issues as they arise. IPFW has created an infrastructure to support the success of the strategic plan.
* IPFW physical facilities are modern and attractive. The facilities master plans are comprehensive and consider the growth of the institution and the natural resources on which the campus rests. The university has abundant resources to address future needs and a supportive community that provides funding for identified needs.

**2. Evidence that one or more specified Core Components need organizational attention**

**3. Evidence that one or more specified Core Components require Commission follow-up.**

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

 **Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**1. Evidence that Core Components are met**

* Developed through an inclusive process involving faculty, students, and administrators, the Baccalaureate Framework offers six foundational learning outcomes for every IPFW undergraduate experience. This framework serves not only as a contract between the institution and its students, but as a critical component in the seven-year cycle of program reviews.

* IPFW has developed effective strategies for assessment of student learning outcomes and has good participation across the institution. Of the 162 programs at IPFW, nearly 90% have identified learning outcomes, and 82% have assessment plans incorporating these. About three-fourths of the programs document the use of assessment results for program improvement.
* As part of its commitment to quality programs, IPFW hires faculty with appropriate credentials and provides opportunities for professional development. A review of faculty credentials and achievements shows a faculty engaged in professional associations, community service, and other activities. In addition, the list of scholarly and creative activities presents an impressive array of faculty achievements. About 86% of the full-time faculty hold terminal degrees in their discipline. Development opportunities begin with a new faculty orientation and continue with departmental-sponsored retreats and workshops, a mentoring program, and financial support for attendance at teaching-related conferences. The faculty are committed to the mission of the institution and voice pride in the work of IPFW.
* IPFW demonstrates its commitment to quality programs through the pursuit of discipline-based accreditations where possible. Currently, 29 programs are accredited across the institution, including at least one program in each college, school, or division. Additional program accreditations are also being pursued.
* Quality of place, a phrase that describes the IPFW campus as "a community of learners connected by a commitment to academic achievement and shared values," is clearly evident in the programming offered by the Center for Academic Support and Advancement (CASA). In response to a student population that consists primarily of commuter students, many of whom are first-generation college students, the First-Year Experience offers learning communities, linked courses intended to address success and improve retention of at-risk students. An important feature of learning communities is the community hour, an extended orientation to campus resources and protocols for first-year students. Fall-to-spring persistence of students in a learning community exceeded 91% as compared to 82% of students who did not participate in the FYE, and students in learning communities reported a great sense of "fitting in" on campus.
* Through an impressive calendar of workshops, conferences, teaching conferences, online course development, awards for transformative course design, and its Teaching Fellows peer consultation program, the Center for the Enhancement of Learning and Teaching (CELT) encourages faculty to see themselves as reflective practitioners. It also encourages faculty to concurrently see reflection as assessment, thereby contributing to the larger campus culture of assessment. The support provided by CELT to IPFW faculty in the scholarship of teaching and learning, and most recently in the scholarship of engagement, in turn supports students, such as through the training offered to faculty who teach in the FYE learning communities.
* To further encourage excellence in teaching, the university has carefully articulated expectations for teaching excellence as well as other areas of faculty activity. Extensive examples of teaching-related activities and assessment rubrics are accessible for faculty and administration. These provide a broad array of ways to engage in teaching activities and encourage consistency in evaluations.
* The Faculty Colloquium on Excellence in Teaching (FACET), with its focus on innovative and outstanding teaching, models the scholarship of teaching and learning among Indiana University mission faculty at IPFW through its Mack Fellowship program. Members of the IPFW FACET group (38 members) serve as models of teaching and assist with CELT programs to help other faculty.
* The university’s commitment to quality online education is also evident. The university is intentional in its development of new courses and the role of online education in the future of the institution. CELT partners with Continuing Studies to offer Distance Education Coordinating Committee (DECCO) grants for online courses. Courses are reviewed using an adaptation of the Quality Matters rubric to ensure the quality of the course. In addition, the university provides strong technology support for faculty and students.

**2. Evidence that one or more specified Core Components need organizational attention**

* The link between the Baccalaureate Framework and General Education is not well articulated. The General Education committee is encouraged to continue its efforts in defining general education as a program and in assessing student learning through its review and recertification of capstone courses.

**3. Evidence that one or more specified Core Components require Commission follow-up.**

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

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**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. **Evidence that Core Components are met**
* The investment of time, energy, and resources in the development and initial stages of implementation of the Baccalaureate Framework demonstrates IPFW’s commitment to the holistic education of its students. The Baccalaureate Framework identifies six foundations or pillars that are embedded in all undergraduate degree programs and certifications including: Acquisition of Knowledge, Application of Knowledge, Personal and Professional Values, A Sense of Community, Critical Thinking and Problem Solving, and Communication.
* IPFW encourages and supports the discovery and application of knowledge through faculty research and creative endeavors. Faculty are expected to demonstrate engagement in the scholarship of teaching and learning or creative activities, and promotion and tenure guidelines and rubrics assist faculty with guidance. Faculty are given an opportunity to decide the role of research in their activities, and those who choose to be designated as research faculty receive a .25 FTE or one course release to fulfill their research commitment. In 2007, the Office of Research and External Support and the Library developed a database of faculty research activities. A review of these data demonstrates that faculty are highly engaged in the discovery and application of knowledge. The institution appears to be well on its way to achieving the goal of raising its national profile regarding scholarship.
* The University encourages students to contribute to the discovery of knowledge through a program of research grants and student research conferences. Students may receive funding from various grants for wages, equipment and supplies, and travel for conducting research or presenting results at conferences. The university sponsors the Annual Undergraduate Research and Creative Endeavor Symposium for presenting research results. Students may also participate in the Purdue University System Student Research Competition. Each year, the IPFW research conference draws 50 or more students with at least 40 presentations. Numerous opportunities arise at the department level so that students can collaborate with faculty and have more extensive opportunities for presentations and publications. These often result in regional and national professional presentations and sometimes international presentations.
* Graduate programs at IPFW are “especially targeted professional master’s degree programs, important to the social, economic, cultural and intellectual life of northeast Indiana.” They are designed to promote the development of a highly-skilled workforce, an education infrastructure that can respond to the changing landscape in common education, and the creation and dissemination of new knowledge in response to an ever-changing world. Like undergraduates, graduate students also have an opportunity to receive support through Office of Graduate Studies Travel Grants, Purdue Graduate Student Government Travel Grants, and Graduate Research Assistantships as well as support from the colleges and departments.
* IPFW demonstrates the centrality of the acquisition of knowledge and its discovery and application through a 33-hour general education program that includes six broad areas: Linguistic and Numerical Foundations; Natural and Physical Sciences; Individual, Culture, and Society; Humanistic Thought, Creative and Artistic Expression; and Inquiry and Analysis. The university supports students in the general education program through the Center for Academic Support and Advancement, Math Test Center, IPFW Writing Center and other programs. It regularly assesses the effectiveness of its general education programs at both an institutional and department/program level. Further demonstrating the importance of general education, the university has created a half-time position for a director of general education.
* The university stresses the value of learning outside the classroom through its co-curricular programs. For example, students may participate in the Office of Student Life’s leadership program and develop a co-curricular transcript. Other programs assist in the development of academic success skills, social skills, and values and ethics.

**2. Evidence that one or more specified Core Components need organizational attention**

**3. Evidence that one or more specified Core Components require Commission follow-up.**

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

 **Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**1. Evidence that Core Components are met**

* Consistent with commitment stated in its 2008-2014 Strategic Plan to “expand community partnerships and to promote regional and institutional development,” IPFW regularly gathers information from its various constituencies so as to identify their needs and expectations. The Division of Continuing Studies, the Innovation Center, the Office of Research and External Support, and the Office of University Engagement actively engage with business and industry in the University’s service region, connecting constituencies with existing programs or designing and delivering new programs tailored to their needs. For example, a Project Management Program was developed and offered by The Division of Continuing Studies working cooperatively with the office of University Engagement in response to needs identified through the regional industrial council. Faculty and staff serve on numerous community boards, which provide a channel to understanding the changing needs of IPFW’s constituencies.
* IPFW has the capacity to engage with its constituencies as evidenced by its support for offices with missions specifically targeting community relations such as the Office of University Engagement, the Office of Research and External Support, and the Division of Continuing Studies. Informal processes and collaborative work among these units and with academic colleges and departments demonstrate that the University’s commitment to serve its constituencies is part of the culture. Educational programs find opportunities for real-world learning in the community and the University’s efforts to work continuously with business, industry, and education in its region contributes to the development of such opportunities. The university responds to the health needs of its region, as indicated by its support for a Communication Disorders Clinic, the northeast Indiana Area Health Education Center, and other programs and partnerships; and to the region’s cultural life, such as through the Omnibus Lecture Series, the theatre, and the Fort Wayne Philharmonic.
* IPFW is responsive to constituencies that depend on its services through articulation agreements, agreements with the Fort Wayne Higher Education Consortium for cross registration within the region, K-12 Programs and Partnerships. IPFW has ongoing collaborative relationships with K-12, as evidenced, for example, by its rapidly expanding dual credit courses, and with community colleges, as evidenced by program-to-program articulation and course equivalency agreements with IVY Tech. It participates in the Indiana Core Transfer Library and is supportive of all students and prospective students through its transfer policies and practices.
* IPFW is responsive to the diverse needs of academic units and university departments and the community of northeast Indiana by a significant number of outreach efforts that are ongoing a IPFW and departments by gathering feedback to develop new programs and continually enhance and modify existing program offerings.
* The staff of IPFW are committed to the institution and point to a number of significant changes in the institution over the last ten years: student housing, greater sense of identity, and more faculty on the news serving as experts. They testify that IPFW puts the necessary training and resources into staff; the university “walks the walk” in putting students first and in keeping “barriers as low as possible.” One vivid example of this is a call center put into place this past summer to meet the needs of students and help a crunch in Financial Aid dealing with direct lending for the first time. When the problem was identified by the Enrollment Management team, administration found money to pay 21 students to staff the call center and staff from 12 different campus offices provided training. It was a “roaring success.” These students fielded 4,000 calls a week responding to financial aid, housing, billing and admissions questions. Financial Aid dispersed an increased 30% in aid. Staff said, “that’s IPFW. We say, if there is a problem let’s fix it.” They also commented, “This is my campus. This is where I belong.”
* Many academic programs employ advisory boards with community representation, including the Richard T. Doermer School of Business and Management Sciences, the College of Health and Human Services, and programs in industrial technology. Participation data collected by the Office of University Engagement and the Division of Continuing Education indicate that the university’s economic and workforce development services are sought after and valued. For example, enrollment in professional development courses increased by 16% from 2006 to 2009. Other service programs are also well-received by the community. In a 2009 survey of community members, 41% of the respondents indicated that they regularly attend university events, and 74% expressed satisfaction with IPFW services.

**2. Evidence that one or more specified Core Components need organizational attention**

**3. Evidence that one or more specified Core Components require Commission follow-up.**

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

 **Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**V. STATEMENT OF AFFILIATION STATUS**

1. **Affiliation Status**

No change.

Rationale for recommendation:

**B. Nature of Organization**

**1. Legal status**

No change.

**2. Degrees awarded**

No change.

**C. Conditions of Affiliation**

**1. Stipulation on affiliation status**

No change.

**2. Approval of degree sites**

No change.

**3. Approval of distance education degree**

No change.

**4. Reports required**

None.

**5. Other visits scheduled**

None.

**6. Organization change request**

None.

 **E. Summary of commission review**

Timing for next comprehensive visit (academic year - 2020-2021)

Rationale for recommendation:

The review of the self-study report, supporting documents, and campus as well as interviews of campus personnel demonstrated that Indiana University-Purdue University Fort Wayne continues to meet the criteria for accreditation and each of the core components. The university’s mission is clear and broadly accepted. It guides the effective use of resources to support student learning and faculty activities. The university enjoys strong support from the region and the constituencies it serves. IPFW demonstrates that it can continue to meet the challenges facing it.