## 5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution’s sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

**5.C.1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.**

Institutional Priorities are Associated Statements of our Strategic Plan ([purdue-fort-wayne-strategic-plan](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/purdue-fort-wayne-strategic-plan-1-10-1-2020.pdf?language_id=1" \t "_blank)) and define priorities for the university for the next five to ten years.  The Strategic Priorities are:

1. Champion Student Success: We will prepare students for academic, personal, and professional success. Through an enriching and supportive environment, students will be exposed to new thoughts and ideas, promoting confidence and maximizing their potential.
2. Enhance Quality of Place: We will make Purdue University Fort Wayne an employer and university of choice - a place where all students, staff, and faculty feel valued and empowered.  We will create pride in our campus, which will foster our growth and advance our reputation.
3. Embrace Diversity, Equity, and Inclusion: We will have an open and accepting university, one that welcomes all people, from anywhere in the world, regardless of where they are on life's path.  We will create an atmosphere that values diversity of thought, experience, identity, ability, and culture, thus building an educational environment that inspires fresh perspectives and global awareness, while also addressing barriers to equal access and opportunity for all.
4. Promote Engagement with our Communities: We will actively pursue community engagement through partnerships, structures, policies, and programs that support sharing and reciprocity with regional, state, national, and global constituents, and that emphasize the creation, integration, transfer, and application of knowledge for the benefit of everyone.

The institution's historic budget processes are consistent with these aims as discussed in 5.B and as documented in [Expenditures by Organizational Function](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Expenditures%20by%20Organizational%20Function-1-10-1-2020.pdf?language_id=1). and as illustrated below:

* Instruction accounts for 45.6% of total expenditures ($60,656,393)
* Student services accounts for 11.84 % of expenditures ($15,740,787)
* Academic support accounts for 10.6% of expenditures ($14,170,229)
* Research accounts for 0.84% of expenditures ($1,118,082)
* Public service accounts for 1.79% of expenditures (2,382,474)

In reviewing the expenditures, it is important to note that the "Public Service" decrease was a reclassification of some of the expenditures to align with public service in instruction as a function of Academic Affairs and public service within student services as a function of Student Affairs. The smaller allocation to research is attributable to the institution's teaching focused mission. However, the institution supports research through a 25% research release from the standard 4 course per semester load for tenure track faculty as well as tenured faculty who elect the reduction and demonstrate research productivity in their annual review.  The institution also supports Centers of Excellence.

* Center for Applied Mathematics and Statistics
* Center for Social Research
* Center of Excellence in Systems Engineering
* Community Research Institute
* Environmental Resources Center
* Information Analytics and Visualization Center
* Institute for Holocaust and Genocide Studies
* Mike Downs Center for Indiana Politics
* Northeast Indiana Science, Technology, Engineering, and Math Education Resource Center

Consistent with our metropolitan mission, three new centers are approved and will soon begin operation.

* Center for Collaborative Media
* Center for Marine Conservation and Biology
* Gold Top Music Group

Centers of Excellence provide real-world impact by leveraging the expertise of our faculty by partnering with community members. The purpose of these centers is to

* recognize our faculty and enhance their expertise
* engage students in experiential-learning opportunities through service and research;
* market students’ capabilities to the public, private, and not-for-profit sectors;
* provide opportunities to integrate teaching, research, and service;
* encourage multidisciplinary collaboration; and
* facilitate the administration of externally supported projects.
* Three Rivers Language Center

The recent capital expenditures to purchase and renovate Park 3000 to house the School of Business and selected administrative offices addressed instructional space needs related to aligning space with needs for a modern business school.  The location of the Business School in a signature location and building was intentional as it addressed recommendations of AACSB.  The opportunity to purchase Park 3000 was consistent with our mission and represented an opportunity to allocate resources to an area of high need.

The Strategic Initiatives demonstrate a commitment of reallocating or generating funds in alignment with mission.  Examples include:

* Commitment to hire a Chief Diversity Officer (hired in January 2021)
* Reorganization of advising to assign all students a professional advisor through graduation to work with Faculty Advisors.  Primary role advisors will focus on proactive advising using analytic software
* Purchase of Student Analytic Software to support the new advising emphasis

University Research Expenditures along with various research grant funds, business and community partnerships, and governmental funds support the University's Centers of Excellence.

* Center for Applied Mathematics and Statistics
* Center for Social Research
* Center of Excellence in Systems Engineering
* Community Research Institute
* Environmental Resources Center
* Information Analytics and Visualization Center
* Institute for Holocaust and Genocide Studies
* Mike Downs Center for Indiana Politics
* Northeast Indiana Science, Technology, Engineering, and Math Education Resource Center
* Three Rivers Language Center
* Wireless Technology Center

Public Service Funds along with contracted services support the Engagement Office, especially as it relates to contracted public private partnerships as described in the Annual Report discussed in Criteria Two.

**5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting**

The Program Review Process, Assessment Process, and Budget Processes are aligned and provide the foundation for evaluating programs and using results of the evaluation of operations to inform planning and budgeting. The assessment of student learning is one of three major documents included in the annual departmental review for academic units and along with specific performance metrics for enrollment management informs planning and budgeting.

The Comprehensive Program Review Process was redesigned in 2016 and updated in 2018 to replace references to USAP (which expired) with Unit Level Strategic Plans which is now embedded in the Comprehensive Review. The goals and expected outcomes established in the Comprehensive Review are now embedded in the Annual Departmental Report (Section 1) and for goals related to learning outcomes in the Annual Assessment Report.   One of the objectives was to recast metrics created  in the University Strategic Plan Alignment to focus more on a formative strategy in which the metrics were part of a departmental enrollment plan embedded within the Annual Departmental Report.  The Comprehensive Program Review Process ties to institutional actions that support improved budget performance. Within the Office of Academic Affairs, The Office of Institutional Research (OIR) produces reliable data for decision making and The Office of Academic Accountability and Student Success (OAASS) uses this information to develop policy and procedures to improve performance.

OIR supports data-driven decisions in academic affairs and enrollment management decision-making in multiple critical points throughout the academic year. On the academic affairs side of university operations, each fall, the OIR produces an annual department report that provides a wealth of data on program-level activities. The purpose of the annual report is to allow academic departments to develop goals, describe progress towards those goals, reflect on program viability in relation to sustained enrollments, faculty and staff accomplishments, and provide departments with an opportunity to make resource allocation recommendations. The report's program viability section contains historical data and summary metrics describing the graduation efficiency, student attrition, and growth of each program. These three viabilities provide the foundation for evaluating whether the program is experiencing growing or decline. If a program experiences a multi-year period of declining enrollments, this trend analysis serves as the basis of conversations about the program's continued viability.

Secondly, the OIR supports the Enrollment Management operations by producing daily dashboards covering student enrollment, credit hour production, admissions yield, and retention. At the start of each registration cycle, the enrollment management team and the OIR review student enrollment and retention on a weekly basis. Based on this review, the executive team and key administrative personnel are made aware of the current state of enrollment within each College and Department. If admissions and student registration numbers lag behind the previous year's numbers, then the enrollment management team takes corrective action based on OIR dashboard's findings.

OIR, and the Office of Academic Accountability and Student Success perform additional analysis across the departments to provide the VCAA information on specific productivity concerns across the units.  For example, the examination of SCH per Instructional FTE suggested inefficiencies in instructional expenses due to under filled classrooms.  This information was confirmed by looking at classroom fill rates and revealed challenges with how the “max” class size, which is set by instructors, often is set based on historical information rather than critical examination of classroom size and pedagogical considerations.  As a result, a course or section could show inflated fill rates A scenario often repeated was that a department would set a fill rate of 10 in a class that held 30 students and there was no pedagogical reason for the course to have less than 30 students.  Assuming 10 students registered, the reported fill rate would be at 100% while the actual fill rate, should be 33%.  Using this data, the VCAA encouraged deans to work with their chairs to properly report fill rate.  In addition, the Executive Director of Academic Accountability worked with the General Education Subcommittee to create a policy of a minimum expected fill rate for all general education sections at 25 students.  The new requirement is part of the General Education Revision Proposal working through Senate for approval this Fall. These types of changes impact budget as they reduce instructional cost.

Line Item Budget Requests are proposed to the Board of Trustees based on analysis of current operations, assessments of student learning and program reviews identifying programmatic needs and aligned to mission. The Board submits requests for state approval.  Recent Board approvals of requests demonstrates both that the university uses analysis of multiple points of data as well as environmental scanning to identify needs and that the PBoT responds to those needs.

[Board Approval of Line Request for 2021to 23 Budget](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Board%20Approval%20of%20Line%20Request%20for%202021to%2023%20Budget.pdf?language_id=1) illustrates a PFW request aimed at helping to compensate for the loss of enrollment and revenue was approved by PBoT for submission to the state. The description of the line item request follows:

"Following extensive planning and research into regional workforce needs, assessment of the current curriculum offered on the PFW campus and the results of the realignment of IPFW, PFW is recommending a new line item in the amount of $2 million for the following programmatic areas identified for strategic growth:

Materials, Biomaterials and Bioengineering

Data Science, Applied Statistics and Computer InformationSystems

Strategic and Risk Management, Financial Services and Financial Information System

We recommend seeking this funding as a state line item for a period of three (3) years to allow the campus to build enrollment and transition these programs to become self-sustaining"

In addition to line item requests, PBot also recommended support for capital expenditures to complete renovations to Helmke Library and Keller Hall as demonstrate in the  [10 year capital plan](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/10%20year%20captial%20plan.pdf?language_id=1" \t "_blank). The request prioritized:

* Complete the renovation of Helmke Library and Kettler Hall to upgrade classrooms and some teaching and research labs with improved technology
* Repair or replace mechanical, electrical and plumbing systems that are failing
* Modernize elevators and public areas (e.g. corridors, restrooms, stairs, lobbies)

**5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups**

The strategic planning process was discussed in Criterion 1 as it related to the development of our updated Mission and Associated Statements.  The participants in the process included faculty, staff, students, university leadership, and external constituents including local business owners, governmental agency leaders from Fort Wayne as well as county and local officials from Fort Wayne and surrounding areas.  The Chancellor held multiple meetings with leaders in the Greater Fort Wayne area soliciting their perspectives on how Purdue Fort Wayne might best serve the community.

As documented in the report, [Summary Report All Hands Meeting](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Summary%20Report%20All%20Hands%20Meeting-10-1-2020.pdf?language_id=1), prior to the All Hands Planning report we had already conducted 23 Focus Groups that include both Campus and Community Members, working groups, open forums, surveys, and questionnaires. This information was gathered to form the initial Discovery Report which provided key takeaways for Discovery Data, Focus-Group Reports and Working-Group Reports.  As reported in the Summary, over 300 student staff and faculty attended the meeting.

Following the All Hands Meeting, action planning teams were formed to gather evidence and prepare reports to be used to shape our strategic aspirations and begin the process of establishing action steps and metrics to achieve those aspirations. Our action planning teams were composed of 77 faculty, staff, and administrators. Members had either served on aspiration planning teams during the Spring 2019 semester or volunteered to serve. The Leadership Team appointed a mix of faculty and staff with relevant expertise from across the university to serve on each team. Each team was led by an Executive Champion—a member of the Leadership Team who is responsible for championing the action plan throughout the implementation phase—and a pair of co-chairs. The [Strategic Plan Action Team Overview](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Strategic%20Plan%20Action%20Team%20Overview-10-1-2020.pdf?language_id=1) provides an outline view of highlights of recommendations from each Action Team. The [Student Success and Advising Action Team Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Student%20Success%20and%20Advising%20Action%20Team%20Report-10-1-2020.pdf?language_id=1) and [DEI Action Team Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/DEI%20Action%20Team%20Report-10-1-2020.pdf?language_id=1) provide more detailed information that was used to launch an immediate and concentrated focus on an extensive Diversity, Equity, and Inclusion effort and an effort to transform advising on campus based on national best practices that have drastically improved student success.

5**.C.4 The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution’s sources of revenue and enrollment.**

The Strategic Planning Metrics document demonstrates that the institution balances its expectations based on an understanding of current capacity.  The focus on retention recognized that the available pool of new traditional students in the region who are prepared for university study is limited.  By increasing our retention rate and student success, potential decreases in new enrollments is offset by improved retention.  In effect, increasing retention to 72% over time will provide additional security despite possible fluctuations.  The timing of the Strategic Planning Process after the realignment allowed time to see the impact of enrollment changes due to the transfer of health sciences to IU.

Because the most likely area for fluctuations in the near term are enrollment fluctuations, OIR maintains a comparison of projected to actual enrollment numbers.  The latest [OIR 5 Year Enrollment Projections 2020](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/OIR%205%20Year%20Enrollment%20Projections%202020.pdf?language_id=1) illustrate how annual adjustments to the model increase the accuracy of forecasting and the ability to adjust to those changes.

**5.C.5 Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.**

The Chancellor meets with the Vice Chancellors regularly to plan across division.  OIR provides various enrollment and tuition modeling to inform both the budget and enrollment planning.  OIR and OAASS monitor evolving factors to help inform decision makers.  In addition, we participate in meetings with the Indiana Council for Higher Education that include discussions of technologies, economy, state support, and state demographics.

**5.C.6 The institution implements its plans to systematically improve its operations and student outcomes.**

The implementation of multiple processes over the last five years provides evidence of the institutions success in implementing plans.  In 2020, the campus completed and board approved the [Purdue Fort Wayne Campus Master Plan](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Purdue%20Fort%20Wayne%20Campus%20Master%20Plan-o.pdf?language_id=1).  The plan describes how the campus will develop its physical structure based on enrollment over the coming years. Staging expansion of the physical plant based on enrollment assures that the institution is fiscally responsible. Evidence of recently implemented plans are listed in the table below.

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| **Implemented Plan** | **Initial Implementation** | **Evidence of Implementation** |
| Comprehensive Assessment Plan | 2015-16 | [Consolidated College Level Assessment Reports](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Consolidated%20College%20Level%20Assessment%20Reports-1.pdf?language_id=1) |
| Departmental Annual Reports | 2016-17 | [CollegeAnnualReportsAY18-19](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/CollegeAnnualReportsAY18-19-2.pdf?language_id=1) |
| Comprehensive Program Review Revision | 2017 | [Comprehensive Program Review 2018 Math ILCS Physics](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Comprehensive%20Program%20Review%202018%20Math%20ILCS%20Physics-1.pdf?language_id=1) |
| Strategic Plan | 2019-20 | [Strategic Plan Metrics Report](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Strategic%20Plan%20Metrics%20Report-2-10-1-2020.pdf?language_id=1)  Central Advising Unit Formed ([OAASS 8.31.20](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/OAASS%208-31-20.pdf?language_id=1))  [Office of Diversity, Equity, and Inclusion formed](https://www.pfw.edu/offices/accreditation/2020-comprehensive-evauluation/2020-self-study/Core-Component-5C/Purdue%20Fort%20Wayne%E2%80%99s%20first%20chief%20diversity%20officer%20rews%20release.pdf?language_id=1)) |

### Sources

* 10 year capital plan
* Board Approval of Line Request for 2021to 23 Budget
* COAS College Level Assessment Reports
* CollegeAnnualReportsAY18-19
* Comprehensive Program Review 2018 Math ILCS Physics
* DEI Action Team Report
* Expenditures by Organizational Function
* OAASS 8.31.20
* OIR 5 Year Enrollment Projections 2020
* OIR 5 Year Enrollment Projections at Realignment
* Purdue Fort Wayne Campus Master Plan
* Purdue Fort Wayne Consensus Strategic Plan Final
* Purdue Fort Wayne’s first chief diversity officer news release
* Strategic Plan Action Team Overview
* Strategic Plan Metrics Report
* Student Success and Advising Action Team Report
* Summary Report All Hands Meeting

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| Purdue University Fort Wayne - IN - Assurance Argument - 3/25/2021  0 |