# Focused Visit Report

Institution: Purdue Uiversity Fort Wayne

City, State: Fort Wayne, Indiana

Visit Date: 09/9-10/2018

**Names of Peer Reviewers** (List the names, titles and affiliations of each peer reviewer. The team chair should note that designation in parenthesis.)

**Dr. Ralph J. Katerberg (Chair)**
**Professor Emeritus**
Carl H Lindner College of Business
University of Cincinnati

**Dr. Colleen M. Sexton**
Assoc. Provost/ Assoc. VP Academic Affairs
Governors State University

## Part A: Context and Nature of Visit

### 1. Purpose of the Visit

This visit focused on ascertaining the appropriateness of the approval of the Change of Control and on the College's compliance with the Eligibility Requirements and the Criteria for Accreditation, with specific focus on Core Components 3.C and 4.A

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## 2. Accreditation Status

Continued Accreditation          Comprehensive visit 2020-2021

## 3. Organizational Context

On February 22, 2018, the HLC Board voted to approve the extension of accreditation under the Commission's policy on Change of Control, Structure or Organization related to the application wherein the operating agreement between Indiana University and Purdue University regarding Indiana University – Purdue University-Fort Wayne is terminated, with the University to become an entity managed and operated solely by Purdue University.

## 4. Unique Aspects of Visit

None

## 5. Areas of Focus (Complete the following A and B sections for each area of focus.)

### A1. Statement of Focus:

This visit focused on the institution's compliance with commitments made in the Change of Control application and with the Eligibility Requirements and the Criteria for Accreditation, with specific focus on Core Components 3.C and 4.A.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

Criterion 3.C    and 4.A

### B1. Statements of Evidence (check one below):

☒ Evidence demonstrates adequate progress in the area of focus.

☐ Evidence demonstrates that further organizational attention is required in the area of focus.

☐ Evidence demonstrates that further organizational attention and HLC follow-up are required.

☐ Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

The team discussions with the institution's leadership team and faculty validated the staff review findings that the institutional change of control will not alter its compliance with Eligibility Requirements or Criteria for Accreditation.   The University has been effective in bringing its programs, systems and policies into alignment with Purdue University.   However, the administration acknowledges that significant challenges remain, such as integrating and updating the student information system to accommodate IU students who will be enrolled in PUFW classes.  To address this challenge, the PUFW Office of Institutional Research has created a dashboard system that provides chairs with the data they need to determine enrollment numbers of future course offerings, allowing them to allocate seats for both PU and IU students.

The team uncovered nothing that would call into question the University's compliance with the Criteria for Accreditation and Core Components. The university has an Assessment Council, which is driven by department level faculty members.  Ownership by faculty members was evident, with the prevailing philosophy, that national accreditation is not what is driving their assessment plans; rather it is proof of concept, collecting evidence that students can demonstrate what they know and can do.

From our discussions with members of curriculum committees, we confirmed that faculty are diligent in review of new courses, review of course changes and proposals for new programs.   The processes for curricular change are clearly understood and followed.   None of these processes are impacted by the change of control.   The team also confirmed that the university and its faculty will maintain full control over its on-line offerings and will not fall under the new Purdue University on-line initiative - Purdue Global.

The University offers several engaging opportunities for faculty development.   The CETL offers workshops for all faculty on topics ranging from promotion and tenure to Blackboard introduction.  It also offers a new faculty orientation and teaching workshops tailored to departments and colleges.

As a grass roots organization in its fourth year, the Alliance for Teaching Enrichment, is a network of faculty who have a passion for teaching excellence and serve as catalysts across the campus.   In fall, 2018 it included 45 faculty.  They offer an annual Teaching Showcase that highlights best practices and innovations.  They also have organized themselves into several teams that focus on a range of teaching topics and challenges.

The University had initiated some improvements in its program review process before the change of control was initiated.   The team reviewed three self-study reports that are currently in the process and found them to be thoughtful, and rigorous.  The University leadership takes these reviews seriously and integrates the findings into planning and resource decisions.

From team discussions with faculty and staff responsible for student support services, the University demonstrates a commitment to student success, with a new tutoring center in the library, and increased use of tutors who are embedded into classes to provide immediate help to students. Additionally, the university has revised their Academic Advising Council. Their aim is for students to know their advisors and to institute an early intervention program, which reaches out to freshmen students during the first 4 to 6 weeks of term. PUFW has also instituted a "sophomore strike", whereby the lead advisors go to sophomore level courses, reminding students on how to use the advising system - myBLUEprint, and what is necessary for the student to keep their portal updated, with an aim to empower the students in completion of their degree plan. Each department has also implemented an early alert system to address student needs. The university is committed to professional development for their Academic Advisors with the development of a curriculum for advising standards and increased use of diagnostic tools for the advisors to better identify areas for professional development.

The team found that standards for faculty qualifications (degrees and experience) are set by a committee of the faculty senate and regularly audited by the Chancellor's office.   Standards for reappointment and tenure are established by the departmental faculty and reinforced in regular reviews. Department faculty also provide input on the standards for high school faculty delivering dual credit courses. PUFW has several MOU's established with regional high schools to accept dual credit for various high school courses. The Executive Director from the Division of Continuing Studies and Collegiate Connection is responsible for assurance of quality for the courses offered and the faculty delivering the courses. This work adheres to the guidelines established by the National Alliance of Concurrent Enrollment Partnerships (www.nacep.org). Summer professional development opportunities are offered to the high school teachers responsible for the courses, all must meet the requirements of a master degree and 18

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credit hours of graduate level work in the discipline to which they are teaching. PUFW documents the credentials of all dual credit teachers; requires the participating high schools to adhere to teaching and class enrollment standards; and if necessary will vacate an MOU if the high school does not honor the expected standards for dual credit enrollment.

The conversations with administrators, staff, and faculty members during this focus visit, along with the evidence presented through their written response and documents shared during the focus visit, have demonstrated to the team that PUFW has the faculty and staff needed for effective, high-quality programs and student services. Additionally, the university has demonstrated that it values and closely monitors the curriculum it delivers and is responsible for the quality of those programs.

**A2.** Statement of Focus:

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

**B2.** Statements of Evidence (check one below):

☐ Evidence demonstrates adequate progress in the area of focus.

☐ Evidence demonstrates that further organizational attention is required in the area of focus.

☐ Evidence demonstrates that further organizational attention and HLC follow-up are required.

☐ Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

**A3.** Statement of Focus:

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

**B3.** Statements of Evidence (check one below):

☐ Evidence demonstrates adequate progress in the area of focus.

☐ Evidence demonstrates that further organizational attention is required in the area of focus.

☐ Evidence demonstrates that further organizational attention and HLC follow-up are required.

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☐ Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

**A4.** Statement of Focus:

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

**B4.** Statements of Evidence (check one below):

☐ Evidence demonstrates adequate progress in the area of focus.

☐ Evidence demonstrates that further organizational attention is required in the area of focus.

☐ Evidence demonstrates that further organizational attention and HLC follow-up are required.

☐ Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

**A5.** Statement of Focus:

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

**B5.** Statements of Evidence (check one below):

☐ Evidence demonstrates adequate progress in the area of focus.

☐ Evidence demonstrates that further organizational attention is required in the area of focus.

☐ Evidence demonstrates that further organizational attention and HLC follow-up are required.

☐ Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

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6. **Other Accreditation Issues** (If applicable, list evidence of other accreditation issues.)

None

## Part B: Recommendation and Rationale

**Recommendation:**

☒ Evidence sufficiently demonstrated. No HLC follow-up recommended.

☐ Evidence demonstrated. HLC follow-up recommended.

☐ Evidence insufficient. HLC sanction warranted.

**Rationale for the Team's Recommendation**

The institution has diligently worked through the many complexities that come with change of control with high priority given to the impact on students and faculty. The team saw evidence of strong support for the initiatives of the new chancellor and leadership team, including the 18 month, strategic planning process that will engage all stakeholders in planning for the future of this institution with a clearer identity. After many years of financial constraints that prevented the addition of new faculty, the university has plans and resources to hire 20 new faculty this year. The institution tracks faculty workload and capacity, and uses these metrics to inform faculty hiring. Faculty are supported in their teaching by several programs, formal and informal, to ensure that teaching excellence if a priority for all.

The institution continues to improve its program review process. The team's review of a sample of the review documents demonstrated to the team that the process is rigorous, thoughtful and is a high priority for the leadership team. The university carefully monitors transfer credits and is diligent in oversight of dual credit offerings that it sponsors. Curricular oversight is clearly in the hands of faculty as heard from multiple faculty in our discussions.

**Stipulations or Limitations on Future Accreditation Relationships**
If recommending a change in the institution's level for review of future changes (locations, programs, delivery, etc.), state both the old and new level and provide a brief rationale for the recommended change. Check the Institutional Status and Requirement (ISR) Report for the current wording. (Note: After the focused visit, the institution's stipulations should be reviewed in consultation with the institution's staff liaison.)

None

**Monitoring**
The team may call for a follow-up interim monitoring report. If the team concurs that a report is necessary, indicate the topic (including the relevant Criteria, Core Components or Assumed Practices), timeline and expectations for that report. (Note: The team should consider embedding such a report as an emphasis in an upcoming comprehensive evaluation in consultation with the institution's staff liaison.)

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None

The team may call for a follow-up visit. If the team concurs that a visit is necessary, indicate the type of visit, topic (including the relevant Criteria, Core Components or Assumed Practices), timeline and expectations for that visit. (Note: The team should consider embedding such a visit as an emphasis in an upcoming comprehensive evaluation in consultation with the institution's staff liaison.)

None

**Interactions With Institutional Constituencies and Materials Reviewed**
List the titles or positions, but not names, of individuals with whom the team interacted during the review and the principal documents, materials and web pages reviewed.

Participants in each meeting with team:

| Session | Title |
|---|---|
| 8:15 AM – Opening Session | Chancellor<br>Vice Chancellor for Academic Affairs and Enrollment Management<br>Director of Assessment and Institutional Program Review<br>Vice Chancellor for Finance and Budget<br>Assistant Professor of Philosophy and AAUP Rep |
| 9:00 AM - Dashboards | Director of Institutional Research<br>Associate Professor, Communication Sciences Disorders and Chair<br>Associate Professor, Organizational Leadership Studies and Chair<br>Associate Professor, Computer, Electrical and Information Technology, and  Chair |
| 9:00 AM – Curriculum Committees | Associate Vice Chancellor for Academic Programs<br>Associate Professor of Psychology,<br>Assistant Professor of Marketing<br>Associate Professor of Spanish |
| 10:00 AM – Assessment | Director of Assessment<br>Professor of Education and Associate Dean of Education and Public Policy – serves as Chair of the Assessment Council<br>Professor Organizational Studies and Associate Dean of Engineering<br>Continuing Lecturer Economics and MBA Director and College Level Assessment Committee Member<br>Associate Professor Education and College Level Assessment Committee Member<br>Professor, Educational Leadership and College Level Assessment Committee Member<br>Continuing Lecturer Communication and Basic Course Director Communication |

| 10:00 AM Faculty Professional Development | Associate Vice Chancellor for Academic Affairs and Professor of Communication<br>Director of CELT<br>Associate Professor Mathematics<br>Assistant Professor of Economics<br>Professor of Theater and Chair |

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| | |
|---|---|
| 11:00 AM Annual Program Review | Dean Engineering, Technology, and Computer Science<br>Dean School of Business<br>Dean, College of Arts and Sciences<br>Director of Assessment<br>Professor of Biology, Associate Dean College of Arts and Sciences for faculty development<br>Professor and Chair of Physics |
| 1:00 PM Student Academic Support | Associate Vice Chancellor for Academic Affairs<br>Director and Coordinator of Tutor Training<br>Mathematics Tutoring Coordinator<br>Continuing Lecturer Spanish |
| 1:00 PM Dual Credit | Executive Director of Continuing Studies<br>Coordinator of Composition, Communication, and Foreign Language<br>Continuing Lecturer Communication and Basic Course Director Communication<br>Continuing Lecturer, Associate Director for Writing |

| | |
|---|---|
| 2:00 pm Faculty Appointment Standards | Associate Professor of Visual Arts<br>Associate Professor of Economics<br>Associate Vice Chancellor<br>Associate Professor of Biology<br>Associate Professor of Civil Engineering |
| 2:00 pm Faculty Qualifications | Professor and Chair of Physics<br>Professor and Chair of Theater<br>Professor and Chair Mathematical Sciences<br>Professor and Chair Department of Art and Design<br>Associate Professor of Accounting<br>Professor of Education<br>Associate Professor of Management and Chair<br>Professor and Chair of English<br>Professor and Chair of Mechanical Engineering<br>Professor and Chair of Computer Science<br>Professor of Music and Chair |
| 3:00 PM Transfer, Student Success, and Advising | Associate Vice Chancellor for Academic Affairs<br>Director Student Success and Transitions<br>Engineering, Technology, and Computer Sciences Academic Advisor<br>Transfer Admissions Specialist<br>Transfer and Special Population Coordinator<br>Dean, Visual and Performing Arts<br>Director of Assessment |
| Session | Title |

**Materials Reviewed by the Team:**

- Purdue Fort Wayne 2018-19 Catalog

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- Purdue Faculty and Staff Handbook (2018-2019)

- Continued Accreditation-Team report.pdf

- Continued Accreditation-Action Letter.pdf

- Change of Control - Staff Summary Report.pdf

- Change of Control-Institutional Response.pdf

- Change of Control-Action letter.pdf

- 2018-2019 Purdue Fort Wayne Student Handbook.pdf

- 2018 Focusedvisitreportcomplete.pdf

- Institutional Update - 2017.pdf

- Institutional Update – 2018.pdf

- Institutional Status and Requirements.pdf

- Overview of Purdue University Fort Wayne Comprehensive Program Review Process

- Faculty Workload Reports by Semester

- 2018 Purdue Fort Wayne Organizational Chart

- ETCS Dual Credit Faculty Credentials AY 2017-18

- DSB Dual Credit Faculty Credentials AY 2017-18

- CVPA Dual Credit Faculty Credentials AY 2017-18

- COAS Dual Credit Faculty Credentials AY 2017-18

- CEPP Dual Credit Faculty Credentials AY 2017-18

- CEPP LTL Faculty Credentials AY 2017-18

- CHHS LTL Faculty Credentials AY 2017-18

- COAS LTL Faculty Credentials AY 2017-18

- CVPA LTL Faculty Credentials AY 2017-18

- DSB LTL Faculty Credentials AY 2017-18

- ETCS LTL Faculty Credentials AY 2017-18

- Tenure and Tenure Tracking and Continuing Lecturers Credentials AY 2017-18

- Faculty Workload Reports by Semester

- Tenure and Tenure Tracking and Continuing Lecturers Credentials AY 2017-18

- Tested Experience Policies

- CASA Restructuring

- Advising Plan/Progress Summary

- 2010 Comprehensive Evaluation

- Assurance Section – Visiting Team Report (2010)

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- Faculty Workload Dashboard
  https://tableau.itap.purdue.edu/views/FacultyWorkload/FacultyWorkload?:iid=3&:isGuestRedirect FromVizportal=y&:embed=y

- Enrollment Dashboard – http://sites.ipfw.edu/ir/enrollments/Tableau_Dash_Fall.html

- First Destination Survey – Fostering Student Success 2017

## College Level Assessment Reports

Department Annual Reports

- College of Arts and Sciences
- College of Engineering, Technology, and Computer Science
- College of Professional Studies
- College of Visual and Performing Arts
- Richard T. Doermer School of Business

Department Annual Reports

- College of Arts and Sciences
- College of Engineering, Technology, and Computer Science
- College of Professional Studies
- College of Visual and Performing Arts
- Richard T. Doermer School of Business

**2017** Comprehensive Program Reviews

- International Language and Culture Studies
- Mathematical Sciences
- Physics

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# Institutional Status and Requirements Worksheet

| | |
|---|---|
| **INSTITUTION and STATE:** | Purdue University Fort Wayne, IN |
| **TYPE OF REVIEW*:*** | Monitoring Focused Visit |
| **DESCRIPTION OF REVIEW:** | A visit focused on ascertaining the appropriateness of the approval of the Change of Control and on the College's compliance with the Eligibility Requirements and the Criteria for Accreditation, with specific focus on Core Components 3.C and 4.A |
| **DATES OF REVIEW:** | 9/10/2018 - 9/11/2018 |

☐ **X  No Change in Institutional Status and Requirements**

## Accreditation Status

Nature of Institution

Control:                                                         Public

**Recommended Change:**

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Degrees Awarded:                              Associates, Bachelors, Masters, Doctors

**Recommended Change:**

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Reaffirmation of Accreditation:

 Year of Last Reaffirmation of Accreditation:     2010 - 2011

 Year of Next Reaffirmation of Accreditation:     2020 - 2021

**Recommended Change:**

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## Accreditation Stipulations

General:

 Accreditation at the doctoral level is limited to the Doctorate of Nursing Practice. Prior
 Commission approval is required for substantive change as stated in Commission policy.

**Recommended Change:**

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# Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

**Recommended Change:**

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change:**

Accreditation:

\* Note on date of accreditation: In 1969, Indiana University at Fort Wayne and Purdue University at Fort Wayne were granted accreditation status. Prior to that time they had been included in the accreditation of their respective main campuses. In 1974, the institutions merged to become Indiana University-Purdue University Fort Wayne and the accreditation status was transferred to the new legal entity.

**Recommended Change:**

## Accreditation Events

Accreditation Pathway                          Open Pathway

**Recommended Change:**

## Upcoming Events

Comprehensive Evaluation:              2020 - 2021

The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date.

**Recommended Change:**

Quality Initiative Report:              08/31/2020

**Recommended Change:**

## Monitoring

**Upcoming Events**

None

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# Institutional Status and Requirements Worksheet

**Recommended Change:**

## Institutional Data

| Educational Programs | | Recommended Change: |
|---|---|---|
| **Undergraduate** | | |
| Certificate | 43 | _____ |
| Associate Degrees | 16 | _____ |
| Baccalaureate Degrees | 64 | _____ |
| **Graduate** | | |
| Master's Degrees | 20 | _____ |
| Specialist Degrees | 0 | _____ |
| Doctoral Degrees | 1 | _____ |

## Extended Operations

**Branch Campuses**

None

**Recommended Change:**

**Additional Locations**

None

**Recommended Change:**

**Correspondence Education**

None

**Recommended Change:**

**Distance Delivery**

11.0301 - Data Processing and Data Processing Technology/Technician, Bachelor, Information Systems

24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, Bachelor of General Studies

51.3801 - Registered Nursing/Registered Nurse, Bachelor, Registered Nurse to Bachelor of Science (RN to BS)

51.3801 - Registered Nursing/Registered Nurse, Master, Master of Science with majors in

# Institutional Status and Requirements Worksheet

nursing

## Contractual Arrangements

None

**Recommended Change:**

## Consortial Arrangements

13.1001 - Special Education and Teaching, General - Master - Master - 13.1001 Special Education and Teaching, General (M.S. in Education with a major in special education) - IUSB-IPFW Special Education Consortium

14.1001 - Electrical and Electronics Engineering - Bachelor - Bachelor - 14.1001 Electrical and Electronics Engineering (B.S. in Physics and B.S. in Electrical Engineering) - IUSB-IPFW Physics-Engineering Consortium

14.1901 - Mechanical Engineering - Bachelor - Bachelor - 14.1901 Mechanical Engineering (B.S. in Physics and B.S. in Mechanical Engineering) - IUSB-IPFW Physics-Engineering Consortium

51.3801 - Registered Nursing/Registered Nurse - Master - Master - 51.3801 Registered Nursing/Registered Nurse (Master of Science with a major in Nursing) - Purdue Nursing Consortium

**Recommended Change:**