



# STRATEGIC PLANNING: EXTERNAL RESEARCH WORKING GROUP REPORT

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DECEMBER, 2018

**PURDUE**  
UNIVERSITY®  
**FORT WAYNE**

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## Executive Summary

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The External Research Working Group was charged with identifying, examining, and summarizing for consideration existing sources of data on the environment in which Purdue Fort Wayne operates. An overarching finding centers on the importance of community partnerships as a means of enhancing our enrollment-to-graduation pathway, philanthropy, alternative resources, marketing, and capital development (see Appendix C, Employment Projections, and Appendix I). Highlights from the external data are shared in this executive summary, followed by the full report and appendices.

### Population

Indiana in general and the recruitment area for Purdue Fort Wayne specifically are predicted to have an aging population with the percentage of school-age children (ages 5–19) declining between 2020 and 2030, compared to seniors ages 65 and older. The school-age population is projected to be 20.25% in 2020, 19.75% in 2025, and 19.72% 2030 respectively of the total population, while the senior cohort is slated to be 16.34%, 18.42%, and 19.88% for those same years. A comforting fact is that the number of school-age children will remain steady or slightly increase in that time (582,482; 583,162; and 595,523) (See Appendix C, population projections).

According to the Indiana Department of Education Compass website, there are 145 schools (levels K–12) in Allen County serving a school age (5 to 17) population of around 70,000. Fort Wayne Community Schools (FWCS) is the largest school district with 29,404 students. The majority of students in the FWCS system are non-white (59%) and, perhaps as an indicator of financial need, qualify for free/reduced-price meals (61%; see Appendix G).

Purdue Fort Wayne is also positioned to assist adults who have started college but not earned a degree and would like to increase their educational attainment to a bachelor's degree or higher. For the 12-county region, there are as many adults with one or more years of college but no degree as adults who completed a bachelor's degree: 77,262 compared to 77,267.

### Enrollment

Nationally, postsecondary enrollments grew from 15.3 million in 2000 to 20 million in 2010, a college population 100 times larger than that of 1900 and 10 times larger than that in 1950. Currently, 3,000 four-year colleges and universities graduate two million bachelor's holders a year (see Appendix B).

Rates of nationwide college attendance are approaching universal. Nearly 90% of on-time high school graduates enroll in college, with similar rates across racial-ethnic groups. However, less than half obtain any credential, and only about a third complete a bachelor's degree. Virtually all growth in completion came from families in the top income quartile, with the gap between top and bottom quartile growing from 30 to 45% from the 70s to early 2000s (see Appendix B).

College remains a good investment for most students across the nation, as incomes rise appreciably with greater levels of education. However, the following groups do not benefit from attending college: indebted graduate students without graduate-level jobs, graduates of for-profit colleges, students who fail to complete their degrees (see Appendix B).

## Instruction

Nationally, the college teaching reform movement has changed classroom practice dramatically. According to the Higher Education Research Institute, extensive lecturing showed a marked decline from the late 80s to the early 2000s, while cooperative learning showed a corresponding increase (see Appendix B).

Nationally, over 5 million college students were taking at least one online course by 2013, five times as many as in 2000 (see Appendix B). Here at Purdue Fort Wayne, online and hybrid course offerings and credits earned have grown steadily, with a slight dip in spring 2018 before the additional fee for online was removed (see Appendix I).

## Employment

Nationally in 2015, the largest professional occupations were: K–12 teachers 4,073,000, registered nurses 2,845,000, engineers 1,992,000, accountants 1,653,000, software developers 1,278,000, college faculty 1,233,000, lawyers 1,157,000, physicians 1,005,000, financial advisors 832,000, designers 829,000, management consultants 819,000, counselors 740,000, social workers 725,000, natural scientists 679,000, and computer scientists 616,000 (see Appendix B).

The state of Indiana, especially its northeast region, has been a national model of rapid economic growth and jobs creation. This is substantiated by the regional employment projections data (see Appendix C, Employment Projections, and Appendix K). The jobs growth in northeast Indiana during 2016–2026 is projected to be 6.3%, while jobs growth requiring bachelor's degrees and above is projected to be 10.5%.

## Finance

Nationally, state general appropriations per full-time student declined 20% as expenses increased by a similar amount between 1990 and 2015, leading to a doubling of average tuition to \$6,000. Resulting financial pressures led to high tuition and high aid at most universities. State performance funding, even an improved 'second wave' version, has not produced expected positive impacts on graduation rates (see Appendix B). These trends in higher education funding present significant challenges for Purdue Fort Wayne.

Nationally, federal research expenditures in 2014 were as follows: biology \$15.3 billion, engineering \$11.9 billion, medical sciences \$11 billion, physics \$3.6 billion, computer science \$2.6 billion, other life sciences \$2.5 billion, psychology \$2 billion, astronomy \$1.2 billion, chemistry \$1 billion,

environmental sciences \$1 billion. Interdisciplinary research centers and cross-agency initiatives made up nearly half the \$7.4 billion National Science Foundation (NSF) budget. Interdisciplinary collaboration has been promoted, lessening the dominance of discipline-based departments (see Appendix B).

## **Governance**

Purdue Fort Wayne is governed by a variety of entities, including the Indiana General Assembly (IGA), the Higher Learning Commission (HLC), Indiana Commission for Higher Education (ICHE), and Purdue West Lafayette. The laws on higher education passed by the IGA in the last five years have focused on scholarships, grants and workforce needs, offering an opportunity for Purdue Fort Wayne to anticipate target areas so our students can benefit from legislative support. The HLC's intensifying requirements for postsecondary teaching qualifications present a challenge for staffing our dual-credit offerings and hiring limited-term lecturers, but also an opportunity to help individuals meet the new standards. Our evolving relationship with Purdue West Lafayette presents the combined challenge and opportunity of developing a regional campus identity for a Purdue system university (see Appendix F).

## Strategic Planning External Context

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The External Research Working Group was chartered by the Strategic Planning Steering Committee to identify, examine, and summarize for consideration existing sources of data on the environment in which Purdue University Fort Wayne operates. As political and regulatory forces are significant influences on our work, we have decided to present the economic, demographic, socio-cultural, and policy data we've collected in relation to our mission as defined by the Indiana Commission for Higher Education (ICHE). The ICHE Policy on Purdue Fort Wayne (see Appendix A), effective as of our transition date of July 1, 2018, states that our mission should reflect 10 defining characteristics. The report that follows shares ICHE policy in gold text boxes, followed by related summarized data. The final section of the report addresses the context of our local community: Fort Wayne.

**1) Profile:** Purdue University Fort Wayne serves a diverse student body including both recent high school graduates and adults, many of whom are first generation students, low income students, or other students balancing their education with work and family obligations. Purdue Fort Wayne should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time. Effective partnerships between high schools and Purdue Fort Wayne can improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment, or Advanced Placement.

Nationally, postsecondary enrollments grew from 15.3 million in 2000 to 20 million in 2010, a college population 100 times larger than that of 1900 and 10 times larger than that in 1950. Currently, 3,000 four-year colleges and universities graduate two million bachelor's holders a year (see Appendix B).

Indiana in general and the recruitment area for Purdue Fort Wayne specifically are predicted to have an aging population with the percentage of school-age children (ages 5–19) declining between 2020 and 2030, compared to seniors ages 65 and older. The school age population is projected to be 20.25% in 2020, 19.75% in 2025, and 19.72% 2030 respectively of the total population, while the senior cohort is slated to be 16.34%, 18.42%, and 19.88% for those same years. A comforting fact is that the number of school-age children will remain steady or slightly increase in that time (582,482; 583,162; and 595,523) (See Appendix C, population projections for each county's projections).

Here at Purdue Fort Wayne, almost 75% of the freshmen who responded replied they were currently working or intend to work while enrolled in classes. Over 15% of those already employed stated they were working 32 hours or more a week, which is traditionally considered full-time, while enrolled in classes as a freshman (see Appendix D).

While these work obligations are challenging for college completion, increasing numbers of our students are entering with a head start in the form of earned dual credit: 7.5% in 2006–2007 to 19.4% in 2017–2018. Students who bring these credits are more likely to be retained and take fewer years to graduate (see Appendix E).

**2) Educational Responsibility:** The primary educational responsibility of Purdue Fort Wayne is baccalaureate degree programs as well as an array of master’s degrees and professional doctoral degrees that are offered in disciplines needed in the metropolitan area. Professional practice doctoral programs are offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program. Purdue Fort Wayne facilitates seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core, and the Single Articulation Pathways.

Nationally, the college teaching reform movement has changed classroom practice dramatically. According to the Higher Education Research Institute, extensive lecturing showed a marked decline from the late 1980s to the early 2000s, while cooperative learning showed a corresponding increase (see Appendix B). Purdue Fort Wayne is deeply committed to excellence in teaching and learning.

**3) Governance:** In accordance with the Realignment Agreement, and except as described in Article II, Section F of the Program Transfer Agreement specifying the management of IU Medical School, Purdue shall be the University with the full power, authority, and responsibility to manage and operate the Fort Wayne Campus and do all things necessary and proper for such purpose.

Purdue Fort Wayne is governed by a variety of entities, including the Indiana General Assembly (IGA), the Higher Learning Commission (HLC), Indiana Commission for Higher Education (ICHE), and Purdue West Lafayette. The vast majority of the education bills passed by the IGA in the past five years have addressed pK–12 schools. Those that do impact higher education have focused on scholarships, grants and workforce needs, offering an opportunity for Purdue Fort Wayne to anticipate target areas so that our students can benefit from legislative support. The HLC’s intensifying requirements for postsecondary teaching qualifications present a challenge for staffing our dual-credit offerings and hiring limited term lecturers, but also an opportunity to help individuals meet the new standards. Our evolving relationship with Purdue West Lafayette presents the combined challenge and opportunity of developing a regional campus identity for a Purdue system university (see Appendix F).

**4) Admissions Policy:** Qualifying documents are required (high school record, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates were required to have a Core 40 high school diploma for admission to Purdue Fort Wayne.

Nationally, undergraduate majors shifted toward occupationally relevant fields, plateauing at 60% in the 1990s and continuing at the same level since. In 2015, the largest professional occupations were: K–12 teachers (4,073,000), registered nurses (2,845,000), engineers (1,992,000), accountants (1,653,000), software developers (1,278,000), college faculty (1,233,000), lawyers (1,157,000), physicians (1,005,000), financial advisors (832,000), designers (829,000), management consultants (819,000), counselors (740,000), social workers (725,000), natural scientists (679,000), and computer scientists (616,000; see Appendix B).

The State of Indiana, especially its northeast Indiana region, has been a national model of rapid economic growth and jobs creation. This is substantiated by the regional employment projections data (see Appendix C, Employment Projections, and Appendix K), summarized in the table shown below. The jobs growth in northeast Indiana during 2016–2026 is projected to be 6.3%, while jobs growth requiring bachelor’s degrees and above is projected to be 10.5%. The career opportunity outlook for Purdue Fort Wayne graduates is optimistic and promising. A subsection of Appendix C also provides projections by occupation titles, which allows the university to map degree and certificate programs, and align Career Services as well as advising of students. This occupation table could also serve as an impetus to the development of interdisciplinary programs tailored toward matching regional market needs.

Occupation	Base Year Emp.	Projected Year Emp.	Percent Change	Annual Openings	Annual Transfers	Annual Exits	Annual Growth
<b>All Occupations</b>	363,974	386,749	6.3	43793	24,017	17,498	2,278
<b>Bachelor +</b>	45,730	50,938	10.5	3,868	1,993	1,361	514

According to the Indiana Department of Education Compass website, there are 145 schools (levels K–12) in Allen County serving a school age (5 to 17) population of around 70,000. Fort Wayne Community Schools (FWCS) is the largest school district with 29,404 students. The majority of students in the FWCS system are non-white (59%) and, perhaps as an indicator of financial need, qualify for free/reduced-price meals (61%). Selected demographic data for four large districts in Allen County are included in Appendix G.

Purdue Fort Wayne has the unique benefit of being an already recognized campus of opportunity, helping first-generation and working-class students prepare for satisfying careers.

**5) Developmental/Remedial Education:** Purdue Fort Wayne is encouraged to address student-preparedness issues through tutoring, mentoring, and other programs to help students overcome



skill deficiencies while placed in credit-bearing courses. Purdue Fort Wayne may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at Purdue Fort Wayne. Purdue Fort Wayne should not offer classroom-based, stand-alone remediation, which is the responsibility of the community colleges.

Nationally, rates of college attendance are approaching universal. Nearly 90% of on-time high school graduates enroll in college, with similar rates across racial-ethnic groups. However, fewer than half obtain any credential, and only about a third complete a bachelor's degree. Virtually all growth in college completion came from families in the top income quartile, with the gap between top and bottom quartile growing from 30 to 45% from the 70s to early 2000s (see Appendix B).

Purdue Fort Wayne has a proven track record in helping a diverse range of students succeed. We can be a resource for the many individuals in the region who would benefit tremendously from completing degrees they began but did not complete.

**6) Student Residences:** To promote affordability and reduce campus costs, Purdue Fort Wayne may offer sufficient on-campus housing to meet the student demand for such housing, subject to the existing approval requirements for any new capital requests including Commission and State Budget Committee review.

**7) Finance:** The Indiana General Assembly provides direct appropriations to Purdue Fort Wayne based on recommendations from the Commission that are developed in consultation with Purdue University. One component of the appropriation is the State's performance funding formula, which offers Purdue Fort Wayne more direct control over its appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. The commission shall ensure the performance funding formula metrics are appropriate for the characteristics of the student body enrolled full-time and part-time at Purdue Fort Wayne.

Nationally, state general appropriations per full-time student declined 20% as expenses increased by a similar amount between 1990 and 2015, leading to a doubling of average tuition to \$6,000. Resulting financial pressures led to high tuition and high aid at most universities. State performance funding, even an improved 'second wave' version, has not produced expected positive impacts on graduation rates (see Appendix B). These trends in higher education funding present significant challenges for Purdue Fort Wayne.

**8) Research:** Purdue Fort Wayne facilitates both basic and applied research primarily but not limited exclusively to research having the potential to advance the quality of life in the region in which the university is located and the competitiveness and recognition of the region's individuals, businesses, and other entities in global commerce and affairs.

Nationally, federal research expenditures in 2014 were divided among the disciplines as follows:

biology \$15.3 billion, engineering \$11.9 billion, medical sciences \$11 billion, physics \$3.6 billion, computer science \$2.6 billion, other life sciences \$2.5 billion, psychology \$2 billion, astronomy \$1.2 billion, chemistry \$1 billion, environmental sciences \$1 billion. Interdisciplinary research centers and cross-agency initiatives made up nearly half the \$7.4 billion National Science Foundation budget. Interdisciplinary collaboration has been promoted, lessening the dominance of discipline-based departments (see Appendix B).

There are significant opportunities for the university to strengthen our community research efforts and to create or enhance connections between our campus, local employers, and the larger region (see Appendix H).

**9) Degree Completion:** Purdue Fort Wayne should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for Purdue Fort Wayne should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace.

Nationally, over five million college students were taking at least one online course by 2013, five times as many as in 2000 (see Appendix B). Here at Purdue Fort Wayne, online and hybrid course offerings and credits earned have grown steadily, with a slight dip in spring 2018 before the additional fee for online was removed (see Appendix I).

College remains a good investment for most students across the nation, as incomes rise appreciably with greater levels of education. However, the following groups do not benefit from attending college: indebted graduate students without graduate-level jobs, graduates of for-profit colleges, students who fail to complete their degrees (see Appendix B). This means that student retention and completion should be our highest priority.

Here at Purdue Fort Wayne, our 2018 graduates reported the following about their post-graduation destinations:

- Employed Related to Major: 758/878 = 86.3%
- Employed Related to Career Goals: 795/878 = 90.5%
- Employed in Indiana: 785/858 = 91.5%
- Employed in NE Indiana: 734/858 = 85.5%
- Hourly Wage >\$14/hr: 247/481 = 51.4%
- Hourly Wage >\$19/hr: 87/481 = 18.1%
- Annual Salary >\$30,000: 334/378 = 88.4%
- Annual Salary >\$40,000: 244/378 = 64.6%
- Annual Salary >\$50,000: 178/378 = 47.1%
- Annual Salary >\$60,000: 94/378 = 24.9% (see Appendix J)

Purdue Fort Wayne is also positioned to assist adults who have started college but have not earned a degree and would like to increase their educational attainment to a bachelor's degree or higher. For the 12-county region, there are as many adults with one or more years of college but no degree as there are adults who finished their formal education with a bachelor's degree—77,262 compared to 77,267. The full universe of those adults 25 and older is as follows:

Universe: Adults 25 and older	NEI-12 Total
Total:	545,919
Regular high school diploma	165,425
GED or alternative credential	26,917
Some college, less than 1 year	38,813
Some college, 1 or more years, no degree	77,262
Associate's degree	48,958
Bachelor's degree	77,267
Master's degree	31,813
Professional school degree	6,305
Doctorate degree	3,319

Note that the total number of people 25 years and older will not match the total of the listed categories because those who did earn a high school diploma or its equivalent are not listed in this chart (see Appendix C, Educational Attainment)

**10) Affordability:** Purdue Fort Wayne should place affordability at the forefront of decisions around resource allocation.

Nationally, federal support for higher education in 2015 totaled \$80-85 billion in financial aid (see Appendix B). Here at Purdue Fort Wayne, our financial aid structure is being reorganized to provide aid to more students.

### **Embed Community Engagement and Partnership within the Framework of University's Mission and Goals—A Distinctive Characteristic of Regional University**

The greater Fort Wayne community and the university share commonalities in talent and knowledge acquisition, economic development, cultural enrichment, and living-quality improvement. This calls for purposeful, bilateral, and broad-based engagement and partnership.

Northeast Indiana possesses the following world-class business/industry/services clusters: advanced manufacturing, arts and museum, automotive, building and construction, defense industry, electronic and communication, financial/insurance services, food processing, hospitals and healthcare, music equipment manufacturing, orthopedic devices manufacturing, and transportation.

Purdue Fort Wayne should leverage its community partnership and resources as part of its marketing efforts to recruit new students and attract future employees. The support of the community in this regard is critical.

The university must be actively involved in events and services in the community, for example, Downtown Walking Tour, North Anthony Corridor Development, STEM/Sport Park Development, Electric Works Initiative, Regional City Initiative, Sweetwater Expansion, the Landing, Steam Park, Vision 20/20 Projects, Innovation Center, etc. These events should be viewed as “living laboratories” because they offer unique practical experiential learning beyond the traditional classroom setting. The scholarship of engagement seeks to bridge the gap between the ideal and the practical as well as making an impact.

Career opportunities for college graduates in northeast Indiana continue to increase. Our programs and degrees should be responsive to these needs. Purdue Fort Wayne should develop a mapping process to relate the job projections to skills attained through degree or certificate programs with optimized time to completion for students pursuing these career opportunities.

Community partnerships must be viewed as a valued asset that will greatly improve our enrollment-to-graduation pathway, philanthropy, alternative resources, marketing, and capital development. Stronger community engagement and partnership will lead to significant success for Purdue Fort Wayne (see Appendix C, Employment Projections, and Appendix I).

#### **External Research Working Group**

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## Appendix A

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### COMMISSION FOR HIGHER EDUCATION

Thursday, October 11, 2018

#### INFORMATION ITEM C:

#### Policy on Purdue University Fort Wayne

##### Background

The realignment of the Fort Wayne campus, from Indiana University–Purdue University Fort Wayne (IPFW) to Purdue University Fort Wayne, officially took place on July 1, 2018.

In conjunction with a related, subsequent visit to the Purdue Fort Wayne campus by the Higher Learning Commission (HLC) on September 10, Chancellor Ronald Elsenbaumer requested an updated *Policy* statement for his campus, the most recent version of which was approved by the Commission on June 11, 2015 (*Policy on Indiana University–Purdue University Fort Wayne*). Chancellor Elsenbaumer supplied a proposed revision to the *Policy*, which made no substantive changes whatsoever and only reflected the changes resulting from the realignment of IPFW to Purdue Fort Wayne. To facilitate the HLC visit, the Commission staff accepted these editorial changes as routine staff actions and dated the document to correspond to the official date of the realignment. Attached is the updated *Policy* statement.

##### Supporting Document

Policy on Purdue University Fort Wayne, July 1, 2018

## Appendix A (continued)



### INDIANA COMMISSION *for* HIGHER EDUCATION

## Policy on Purdue University Fort Wayne

July 1, 2018

### *Preamble*

*Purdue University Fort Wayne serves the second largest city in the state with a significant presence of business and industry. This campus is charged to carry out all of higher education's traditional values in teaching, research, and professional service. Purdue University Fort Wayne is Indiana's Flagship Comprehensive Campus for the Fort Wayne Metropolitan Region serving a distinctive role to provide leadership to the region by using its resources to improve the region's quality of life. It does so in alignment with the Commission's Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity. As such, it has been designated a Metropolitan University.*

**The mission of Purdue University Fort Wayne should reflect the following defining characteristics:**

- 1) **Profile:** Purdue University Fort Wayne serves a diverse student body including both recent high school graduates and adults, many of whom are first generation students, low income students, or other students balancing their education with work and family obligations. Purdue University Fort Wayne should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time. Effective partnerships between high schools and Purdue University Fort Wayne can improve both completion and on- time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.
- 2) **Educational Responsibility:** The primary educational responsibility of Purdue University Fort Wayne is baccalaureate degree programs as well as an array of master's degrees and professional doctoral degrees that are offered in disciplines needed in the metropolitan area. Professional practice doctoral programs are offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program. Purdue University Fort Wayne facilitates seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Single Articulation Pathways.

## Appendix A (continued)

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- 3) **Governance:** In accordance with the Realignment Agreement, and except as described in Article II, Section F of the Program Transfer Agreement specifying the management of IU Medical School, Purdue shall be the University with the full power, authority, and responsibility to manage and operate the Fort Wayne Campus and do all things necessary and proper for such purpose.
- 4) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates were required to have a Core 40 high school diploma for admission to Purdue University Fort Wayne.
- 5) **Developmental/Remedial Education:** Purdue University Fort Wayne is encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. Purdue University Fort Wayne may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at Purdue University Fort Wayne. Purdue University Fort Wayne should not offer classroom-based, stand-alone remediation, which is the responsibility of the community colleges.
- 6) **Student Residences:** To promote affordability and reduce campus costs, Purdue University Fort Wayne may offer sufficient on-campus housing to meet the student demand for such housing, subject to the existing approval requirements for any new capital requests including Commission and State Budget Committee review.
- 7) **Finance:** The Indiana General Assembly provides direct appropriations to Purdue University Fort Wayne based on recommendations from the Commission that are developed in consultation with Purdue University. One component of the appropriation is the State's performance funding formula, which offers Purdue University Fort Wayne more direct control over its appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. The Commission shall ensure the performance funding formula metrics are appropriate for the characteristics of the student body enrolled full-time and part-time at Purdue University Fort Wayne.
- 8) **Research:** Purdue University Fort Wayne facilitates both basic and applied research primarily but not limited exclusively to research having the potential to advance the quality of life in the region in which Purdue University Fort Wayne is located and the competitiveness and recognition of the region's individuals, businesses, and other entities in global commerce and affairs.
- 9) **Degree Completion:** Purdue University Fort Wayne should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for Purdue University Fort Wayne should be to offer varying delivery models and schedules that help adult, at-risk, and working students overcome scheduling and preparedness challenges and promote opportunities for

## Appendix A (continued)

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these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace

- 10) Affordability:** Purdue University Fort Wayne should place affordability at the forefront of decisions around resource allocation.

## Appendix B

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**Brint, S. (2019).** *Two cheers for higher education: Why American universities are stronger than ever—and how to meet the challenges they face.* Princeton, NJ: Princeton University Press.

### Students

Postsecondary enrollments grew from 15.3 million in 2000 to 20 million in 2010, a college population 100 times larger than that of 1900 and ten times larger than that in 1950 (p. 12).

3000 four-year colleges and universities graduate two million bachelor's holders a year (p. 38).

Nearly 90% of on-time high school grads enroll in college, with similar rates across racial-ethnic groups, but fewer than half obtain any credential, and only about a third complete a bachelor's degree (p. 118).

Virtually all growth in college completion came from families in the top income quartile, with the gap between top and bottom quartile growing from 30 to 45% from the 70s to early 2000s (pp. 161–162).

Supplemental instruction by peer educators for challenging courses has had significant positive impact on grades and retention (p. 142).

Concern about the quality of undergraduate teaching reflected in the teaching reform movement and outcome assessment movement (p. 295).

Majors shifted toward occupationally relevant fields, plateauing at 60% in the 1990s (p. 61).

2015 largest professional occupations: K–12 teachers 4, 073,000, registered nurses 2,845,000, engineers 1,992,000, accountants 1,653,000, software developers 1,278,000, college faculty 1,233,000, lawyers 1,157,000, physicians 1,005,000, financial advisors 832,000, designers 829,000,



## Appendix B (continued)

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management consultants 819,000, counselors 740,000, social workers 725,000, natural scientists 679,000, computer scientists 616,000 (p. 69).

Entrepreneurship programs have expanded from 100 in 1975 to 500 in 2006, with double the number of students who want to open their own businesses at 3.3% (p. 195).

Over five million college students were taking at least one online course by 2013, five times as many as in 2000 (p. 343).

### Research

2014 federal research expenditures: biology \$15.3 billion, engineering \$11.9 billion, medical sciences \$11 billion, physics \$3.6 billion, computer science \$2.6 billion, other life sciences \$2.5 billion, psychology \$2 billion, astronomy \$1.2 billion, chemistry \$1 billion, environmental sciences \$1 billion (p. 49).

Interdisciplinary collaboration promoted in favor of the dominance of discipline-based departments (p. 269).

Interdisciplinary research centers and cross-agency initiatives made up nearly half the \$7.4 billion National Science Foundation budget (p. 86).

### Finances

Federal support for higher education in 2015 at \$80–85 billion in financial aid (p. 206).

State general appropriations per full-time student declined 20% as expenses increased by a similar amount, leading to a doubling of average tuition to \$6,000 (p. 237).

Financial pressures led to high tuition/high aid (p. 14).

State performance funding, even the improved second wave, has not produced expected positive impact on graduation rates (p. 315).

Four-year not-for-profits have successfully rebuffed a threat from two-year and for-profits, for which enrollments were converging but have rebounded to 1980 levels of 57ish to 43ish percent (p. 125).

Between 1975 and 2005, full-time faculty grew by 51%, administrators by 85%, and professional staff

## Appendix B (continued)

by 240%, going from faculty outnumbering the others by 2 to 1, to being outnumbered (p. 250).

Responsibility-centered management through which units kept earned revenue did not end cross-subsidies but made them more transparent (p. 267).

Financial benefits of dependence on adjunct faculty offset by compromised instructional quality and resulting retention losses (p. 285).

College remains a good investment except for these groups: indebted graduate students without grad-level jobs, grads of for-profit colleges, students who failed to complete their degrees (p. 329).

### Vision

The 'New American University' (contrast elite universities) seeks to broaden access and create knowledge that solves societal problems and contributes to economic development (p. 25).

## Appendix C

### Employment Projections

Geography	Year	Occ. Title/Code	Occ. Title/Code2	Base Year Emp.	Projected Year Emp.	Percent Change	Annual Openings	Annual Transfers	Annual Exits	Annual Growth	Education Value
EGR 3 , IN	2026	Registered Nurses	291141	7,738	8,718	12.7	513	179	236	98	Bachelor's degree
EGR 3 , IN	2026	Elementary School Teachers, Except Special Education	252021	3,022	3,199	5.9	236	115	103	18	Bachelor's degree
EGR 3 , IN	2026	Accountants and Auditors	132011	2,118	2,359	11.4	219	129	66	24	Bachelor's degree
EGR 3 , IN	2026	Clergy	212011	1,314	1,441	9.7	160	84	63	13	Bachelor's degree
EGR 3 , IN	2026	Secondary School Teachers, Except Special and Career/Technical	252031	1,977	2,094	5.9	150	76	62	12	Bachelor's degree
EGR 3 , IN	2026	Healthcare Social Workers	211022	882	1,089	23.5	119	63	35	21	Bachelor's degree
EGR 3 , IN	2026	Market Research Analysts and Marketing Specialists	131161	887	1,082	22	114	68	26	20	Bachelor's degree
EGR 3 , IN	2026	Management Analysts	131111	1,092	1,247	14.2	114	60	38	16	Bachelor's degree
EGR 3 , IN	2026	Industrial Engineers	172112	1,305	1,516	16.2	111	58	32	21	Bachelor's degree
EGR 3 , IN	2026	Child, Family, and School Social Workers	211021	905	1,017	12.4	106	61	34	11	Bachelor's degree
EGR 3 , IN	2026	Middle School Teachers, Except Special and Career/Technical	252022	1,246	1,318	5.8	97	48	42	7	Bachelor's degree
EGR 3 , IN	2026	Medical and Health Services Managers	119111	944	1,098	16.3	93	50	28	15	Bachelor's degree
EGR 3 , IN	2026	Mechanical Engineers	172141	1,073	1,188	10.7	82	47	23	12	Bachelor's degree
EGR 3 , IN	2026	Financial Managers	113031	799	940	17.6	77	43	20	14	Bachelor's degree
EGR 3 , IN	2026	Software Developers, Applications	151132	658	871	32.4	69	38	10	21	Bachelor's degree
EGR 3 , IN	2026	Educational, Guidance, School, and Vocational Counselors	211012	480	528	10	56	33	18	5	Bachelor's degree

Advanced degrees include Master's, Professional, and Doctoral degrees

## Appendix C (continued)

		Mental Health								
EGR 3 , IN	2026	Counselors	211014	380	464	22.1	52	28	16	8 Bachelor's degree
EGR 3 , IN	2026	Lawyers	231011	948	1,039	9.6	51	22	20	9 Advanced degree
		Computer Systems								
EGR 3 , IN	2026	Analysts	151121	636	707	11.2	49	30	12	7 Bachelor's degree
		Social and Community								
EGR 3 , IN	2026	Service Managers	119151	443	517	16.7	48	25	16	7 Bachelor's degree
EGR 3 , IN	2026	Chief Executives	111011	755	714	-5.4	47	30	21	-4 Bachelor's degree
		Personal Financial								
EGR 3 , IN	2026	Advisors	132052	511	574	12.3	45	26	13	6 Bachelor's degree
EGR 3 , IN	2026	Nurse Practitioners	291171	447	618	38.3	42	15	10	17 Advanced degree
		Education								
		Administrators, Elementary and								
EGR 3 , IN	2026	Secondary School	119032	510	541	6.1	42	24	15	3 Bachelor's degree
EGR 3 , IN	2026	Electrical Engineers	172071	534	563	5.4	37	22	12	3 Bachelor's degree
		Electronics Engineers, Except Computer								
EGR 3 , IN	2026	Physical Therapists	172072	576	587	1.9	37	23	13	1 Bachelor's degree
EGR 3 , IN	2026	Architectural and Engineering Managers	291123	544	660	21.3	36	12	12	12 Advanced degree
EGR 3 , IN	2026	Health Specialties Teachers, Postsecondary	119041	453	487	7.5	36	23	10	3 Bachelor's degree
EGR 3 , IN	2026	Software Developers, Systems Software	251071	317	393	24	35	14	13	8 Advanced degree
EGR 3 , IN	2026	Mental Health and Substance Abuse Social Workers	151133	588	554	-5.8	33	28	8	-3 Bachelor's degree
EGR 3 , IN	2026	Directors, Religious Activities and Education	211023	243	289	18.9	32	17	10	5 Bachelor's degree
EGR 3 , IN	2026	Religious Workers, All Other	212021	242	264	9.1	32	19	11	2 Bachelor's degree
EGR 3 , IN	2026	Librarians	212099	215	235	9.3	32	15	15	2 Bachelor's degree
EGR 3 , IN	2026	Computer and Information Systems Managers	254021	316	341	7.9	32	12	18	2 Bachelor's degree
EGR 3 , IN	2026	Pharmacists	113021	379	407	7.4	31	21	7	3 Bachelor's degree
EGR 3 , IN	2026	Education Administrators, Postsecondary	291051	689	708	2.8	31	13	16	2 Advanced degree
EGR 3 , IN	2026	Compliance Officers	119033	355	385	8.5	30	17	10	3 Bachelor's degree
EGR 3 , IN	2026	Fundraisers	131041	303	326	7.6	27	16	9	2 Bachelor's degree
EGR 3 , IN	2026	Special Education Teachers, Kindergarten and Elementary Scho	131131	221	254	14.9	26	16	7	3 Bachelor's degree
EGR 3 , IN	2026	Public Relations Specialists	252052	282	297	5.3	23	11	10	2 Bachelor's degree
EGR 3 , IN	2026	Human Resources Managers	273031	205	228	11.2	23	15	6	2 Bachelor's degree
EGR 3 , IN	2026	Financial Analysts	113121	244	264	8.2	22	14	6	2 Bachelor's degree
EGR 3 , IN	2026	Writers and Authors	132051	236	251	6.4	22	15	5	2 Bachelor's degree
EGR 3 , IN	2026	Marriage and Family Therapists	273043	214	236	10.3	22	10	10	2 Bachelor's degree
EGR 3 , IN	2026	Database Administrators	211013	152	186	22.4	20	11	6	3 Bachelor's degree
EGR 3 , IN	2026	Financial Specialists, All Other	151141	139	148	6.5	10	6	3	1 Bachelor's degree
EGR 3 , IN	2026	Family and General Practitioners	132099	93	100	7.5	9	5	3	1 Bachelor's degree
EGR 3 , IN	2026	Public Relations and Fundraising Managers	291062	202	229	13.4	8	2	3	3 Advanced degree
EGR 3 , IN	2026	Compensation, Benefits, and Job Analysis Specialists	112031	78	85	9	8	5	2	1 Bachelor's degree
EGR 3 , IN	2026	Social Workers, All Other	131141	89	95	6.7	8	5	2	1 Bachelor's degree
EGR 3 , IN	2026	Other	211029	74	77	4.1	8	5	3	0 Bachelor's degree

Advanced degrees include Master's, Professional, and Doctoral degrees

## Appendix C (continued)

EGR 3 , IN	2026	Operations Research Analysts	152031	77	95	23.4	7	3	2	2 Bachelor's degree
EGR 3 , IN	2026	Environmental Scientists and Specialists, Including Health	192041	52	67	28.8	7	4	1	2 Bachelor's degree
EGR 3 , IN	2026	Education Administrators, Preschool and Childcare Center/Pro	119031	74	81	9.5	7	4	2	1 Bachelor's degree
EGR 3 , IN	2026	Athletic Trainers	299091	109	121	11	7	3	3	1 Bachelor's degree
EGR 3 , IN	2026	Credit Analysts	132041	78	83	6.4	7	5	2	0 Bachelor's degree
EGR 3 , IN	2026	Special Education Teachers, Middle School	252053	95	100	5.3	7	4	3	0 Bachelor's degree
EGR 3 , IN	2026	Optometrists	291041	123	141	14.6	6	2	2	2 Advanced degree
EGR 3 , IN	2026	Actuaries	152011	74	83	12.2	6	4	1	1 Bachelor's degree
EGR 3 , IN	2026	Healthcare Practitioners and Technical Workers, All Other	299099	81	92	13.6	5	2	2	1 Bachelor's degree
EGR 3 , IN	2026	Budget Analysts	132031	62	62	0	5	3	2	0 Bachelor's degree
EGR 3 , IN	2026	Materials Engineers	172131	76	78	2.6	5	3	2	0 Bachelor's degree
EGR 3 , IN	2026	Buyers and Purchasing Agents, Farm Products	131021	54	48	-11.1	5	4	2	-1 Bachelor's degree
EGR 3 , IN	2026	Food Scientists and Technologists	191012	42	44	4.8	4	3	1	0 Bachelor's degree
EGR 3 , IN	2026	Chemists	192031	50	54	8	4	3	1	0 Bachelor's degree
EGR 3 , IN	2026	Judges, Magistrate Judges, and Magistrates	231023	92	93	1.1	4	2	2	0 Advanced degree
EGR 3 , IN	2026	Career/Technical Education Teachers, Middle School	252023	51	54	5.9	4	2	2	0 Bachelor's degree
EGR 3 , IN	2026	Media and Communication Workers, All Other	273099	33	34	3	4	2	2	0 Bachelor's degree
EGR 3 , IN	2026	Reporters and Correspondents	273022	71	56	-21.1	4	4	2	-2 Bachelor's degree
EGR 3 , IN	2026	Special Education Teachers, Preschool	252051	35	41	17.1	3	1	1	1 Bachelor's degree
EGR 3 , IN	2026	Anesthesiologists	291061	84	95	13.1	3	1	1	1 Advanced degree
EGR 3 , IN	2026	Internists, General	291063	68	77	13.2	3	1	1	1 Advanced degree
EGR 3 , IN	2026	Surgeons	291067	89	101	13.5	3	1	1	1 Advanced degree
EGR 3 , IN	2026	Therapists, All Other	291129	33	40	21.2	3	1	1	1 Bachelor's degree
EGR 3 , IN	2026	Advertising and Promotions Managers	112011	29	29	0	3	2	1	0 Bachelor's degree
EGR 3 , IN	2026	Computer Hardware Engineers	172061	56	59	5.4	3	2	1	0 Bachelor's degree
EGR 3 , IN	2026	Conservation Scientists	191031	27	29	7.4	3	2	1	0 Bachelor's degree
EGR 3 , IN	2026	Social Scientists and Related Workers, All Other	193099	39	43	10.3	3	2	1	0 Bachelor's degree
EGR 3 , IN	2026	Social Work Teachers, Postsecondary	251113	24	26	8.3	2	1	1	0 Advanced degree
EGR 3 , IN	2026	Curators	254012	15	16	6.7	2	1	1	0 Bachelor's degree
EGR 3 , IN	2026	Audio-Visual and Multimedia Collections Specialists	259011	18	21	16.7	2	1	1	0 Bachelor's degree
EGR 3 , IN	2026	Technical Writers	273042	23	25	8.7	2	1	1	0 Bachelor's degree
EGR 3 , IN	2026	Radiation Therapists	291124	40	42	5	2	1	1	0 Bachelor's degree
EGR 3 , IN	2026	Recreational Therapists	291125	40	43	7.5	2	1	1	0 Bachelor's degree
EGR 3 , IN	2026	Exercise Physiologists	291128	40	44	10	2	1	1	0 Bachelor's degree
EGR 3 , IN	2026	Compensation and Benefits Managers	113111	22	23	4.5	1	1	0	0 Bachelor's degree
EGR 3 , IN	2026	Natural Sciences Managers	119121	12	12	0	1	1	0	0 Bachelor's degree
EGR 3 , IN	2026	Agricultural Engineers	172021	18	19	5.6	1	1	0	0 Bachelor's degree

Advanced degrees include Master's, Professional, and Doctoral degrees

## Appendix C (continued)

Health and Safety Engineers, Except										
EGR 3 , IN	2026	Mining Safety Engineers	172111	21	24	14.3	1	1	0	0 Bachelor's degree
EGR 3 , IN	2026	Soil and Plant Scientists	191013	13	13	0	1	1	0	0 Bachelor's degree
EGR 3 , IN	2026	Foresters	191032	14	14	0	1	1	0	0 Bachelor's degree
EGR 3 , IN	2026	Orthodontists	291023	28	33	17.9	1	0	1	0 Advanced degree
EGR 3 , IN	2026	Biomedical Engineers	172031	12	13	8.3	0	0	0	0 Bachelor's degree
EGR 3 , IN	2026	Chemical Engineers	172041	10	12	20	0	0	0	0 Bachelor's degree
Mining and Geological Engineers, Including										
EGR 3 , IN	2026	Mining Safety Eng	172151	0	1	0	0	0	0	0 Bachelor's degree
EGR 3 , IN	2026	Prosthodontists	291024	1	1	0	0	0	0	0 Advanced degree
Obstetricians and										
EGR 3 , IN	2026	Gynecologists	291064	30	34	13.3	0	0	0	0 Advanced degree
EGR 3 , IN	2026	Pediatricians, General	291065	21	23	9.5	0	0	0	0 Advanced degree
EGR 3 , IN	2026	Psychiatrists	291066	22	24	9.1	0	0	0	0 Advanced degree
EGR 3 , IN	2026	Audiologists	291181	19	24	26.3	0	0	0	0 Advanced degree

Advanced degrees include Master's, Professional, and Doctoral degrees

## Population Projections 2020

Area	Year	Total	Age Group					
			Preschool 0-4	School Age 5-19	College Age 20-24	Young Adult 25-44	Older Adult 45-64	Seniors 65+
Indiana state	2020	6,738,573	427,847	1,326,596	456,159	1,718,238	1,695,267	1,114,466
Adams County	2020	35,508	3,180	8,804	1,969	7,914	7,897	5,744
Allen County	2020	379,671	26,858	79,774	23,683	99,621	91,332	58,403
DeKalb County	2020	43,060	2,770	8,325	2,513	10,372	11,517	7,563
Delaware County	2020	114,142	5,936	21,460	15,054	25,207	26,098	20,387
Elkhart County	2020	209,690	16,041	46,926	12,844	52,065	49,565	32,249
Grant County	2020	65,685	3,613	12,466	5,549	14,018	16,771	13,268
Hamilton County	2020	343,179	22,439	75,155	17,848	93,145	89,147	45,445
Huntington County	2020	36,190	2,074	6,607	2,424	8,644	9,720	6,721
Kosciusko County	2020	80,154	5,301	15,726	4,861	20,084	20,230	13,952
LaGrange County	2020	39,848	3,546	10,113	2,353	9,376	8,656	5,804
Lake County	2020	479,815	29,464	93,060	28,798	120,956	125,126	82,411
LaPorte County	2020	110,328	6,700	19,115	6,635	28,427	29,098	20,353
Madison County	2020	127,604	7,127	23,009	7,690	31,858	33,606	24,314
Noble County	2020	48,185	3,311	9,560	2,849	11,477	12,598	8,390
Porter County	2020	171,945	9,548	32,240	10,735	43,617	45,542	30,263
St. Joseph County	2020	269,113	17,603	54,705	20,027	66,829	65,042	44,907
Steuben County	2020	34,453	1,956	6,139	2,198	7,263	9,564	7,333
Tippecanoe County	2020	195,555	11,545	41,642	32,947	48,512	37,247	23,662
Wabash County	2020	31,165	1,649	5,766	2,070	6,641	8,050	6,989
Wells County	2020	28,185	1,813	5,632	1,340	6,548	7,240	5,612
Whitley County	2020	33,539	2,106	6,258	1,719	8,060	9,139	6,257

## Appendix C (continued)

### Population Projections 2025

Area	Year	Total	Preschool School College Young Older				
			0-4	Age 5-19	Age 20-24	Adult 25-44	Adult 45-64
Indiana state	2025	6,889,552	451,825	1,334,757	448,761	1,740,164	1,632,008
Adams County	2025	36,078	3,056	9,069	1,947	7,876	7,495
Allen County	2025	392,245	29,088	80,893	23,818	101,124	88,849
DeKalb County	2025	43,659	2,751	8,105	2,313	10,574	10,935
Delaware County	2025	112,698	5,836	21,283	14,321	25,327	24,066
Elkhart County	2025	216,828	17,165	47,565	12,778	53,135	48,928
Grant County	2025	63,984	3,547	12,205	5,231	13,742	15,011
Hamilton County	2025	379,478	26,850	76,444	17,378	104,584	95,579
Huntington County	2025	35,812	2,039	6,495	2,154	8,532	8,859
Kosciusko County	2025	82,066	5,877	15,738	4,435	20,531	19,169
LaGrange County	2025	41,099	3,730	10,175	2,299	9,526	8,694
Lake County	2025	481,583	32,058	90,816	26,761	120,449	118,183
LaPorte County	2025	110,391	6,737	19,299	5,782	28,547	27,174
Madison County	2025	126,187	7,285	22,332	7,475	31,354	31,543
Noble County	2025	48,642	3,380	9,435	2,554	11,466	11,999
Porter County	2025	177,680	10,017	32,294	10,787	44,501	44,267
St. Joseph County	2025	270,839	17,666	54,434	19,726	66,407	61,539
Steuben County	2025	34,485	1,966	6,049	2,075	7,041	8,757
Tippecanoe County	2025	205,719	12,116	43,065	35,350	49,548	37,933
Wabash County	2025	30,448	1,821	5,514	1,885	6,412	7,221
Wells County	2025	28,341	1,768	5,642	1,301	6,342	6,646
Whitley County	2025	34,037	2,097	6,310	1,603	8,225	8,492

### Population Projections 2030

Area	Year	Total	Preschool School College Young Older				
			0-4	Age 5-19	Age 20-24	Adult 25-44	Adult 45-64
Indiana state	2030	7,014,880	454,167	1,361,034	454,135	1,741,818	1,591,530
Adams County	2030	36,537	3,078	9,062	2,062	7,798	7,222
Allen County	2030	402,948	29,039	83,547	24,251	102,330	87,719
DeKalb County	2030	44,032	2,718	8,104	2,125	10,687	10,127
Delaware County	2030	111,634	5,926	21,357	14,017	25,077	22,561
Elkhart County	2030	223,392	17,558	48,649	13,300	54,150	47,939
Grant County	2030	62,233	3,388	11,813	5,312	13,506	13,507
Hamilton County	2030	417,754	32,077	81,260	17,307	112,926	101,679
Huntington County	2030	35,334	1,987	6,412	2,085	8,272	8,186
Kosciusko County	2030	83,361	5,680	16,382	4,387	20,178	18,640
LaGrange County	2030	42,052	3,678	10,394	2,386	9,407	8,683
Lake County	2030	482,321	31,319	92,440	26,252	118,024	114,463
LaPorte County	2030	110,004	6,617	19,752	5,616	27,868	25,672
Madison County	2030	124,262	7,012	21,893	7,399	31,071	29,428
Noble County	2030	48,938	3,446	9,460	2,493	11,362	11,338
Porter County	2030	182,536	10,113	33,194	10,455	44,752	44,504
St. Joseph County	2030	271,912	17,591	54,502	19,666	64,918	60,045
Steuben County	2030	34,162	1,811	6,181	1,905	6,758	8,022
Tippecanoe County	2030	213,870	12,673	43,705	36,243	51,366	38,975
Wabash County	2030	29,619	1,732	5,456	1,868	6,164	6,489
Wells County	2030	28,210	1,644	5,548	1,351	6,044	6,255
Whitley County	2030	34,513	2,043	6,412	1,563	8,176	8,261

## Appendix C (continued)

### Educational Attainment

Universe: Adults 25 and older

	Adams	Allen	DeKalb	Grant	Huntington	Kosciusko	LaGrange	Noble	Steuben	Wabash	Wells	Whitley	NEI-12 Total
	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	
Total:	20,942	235,198	28,274	44,699	24,876	51,671	21,954	31,373	23,294	21,971	18,735	22,932	545,919
Regular high school diploma	7,627	58,807	10,147	15,285	9,181	16,474	6,077	10,791	7,744	8,354	6,729	8,209	165,425
GED or alternative credential	1,088	9,682	1,698	3,052	1,621	2,636	947	2,095	1,108	875	836	1,279	26,917
Some college, less than 1 year	1,341	16,513	2,119	3,095	1,729	3,980	1,111	2,506	1,756	1,509	1,270	1,884	38,813
Some college, 1 or more years, no degree	2,723	37,268	3,874	6,260	3,155	6,077	1,968	3,824	3,310	2,866	2,875	3,062	77,262
Associate's degree	1,594	23,158	2,621	3,499	2,046	3,667	1,552	2,918	2,046	1,698	2,115	2,044	48,958
Bachelor's degree	2,311	42,160	3,272	4,580	2,867	7,043	1,649	3,078	3,027	2,433	2,219	2,628	77,267
Master's degree	768	16,367	1,403	2,250	1,456	3,205	726	1,068	1,234	1,274	804	1,258	31,813
Professional school degree	126	4,152	159	298	166	404	46	196	206	144	168	240	6,305
Doctorate degree	64	1,694	77	348	204	315	37	96	179	169	68	68	3,319

Observations:

Some college or associate's degree: 165,033

Equivalent number of people with a bachelor's degree and some college, one year or more but no degree

## Appendix D

### Freshman Career Indicator Survey – Executive Summary

In the fall of 2018, the Office of Career Services at Purdue University Fort Wayne distributed a Freshman Career Indicator Survey to the incoming freshman class. The purpose of gathering this information was to better assist our incoming students throughout their time at the university by gaining a better understanding of their intents and level of preparedness for their professional careers. By asking specific questions, we will be able to better assist these students earlier in their time here and market specific activities on campus that will pertain more to their needs and expectations. By doing this, the students will hopefully be more engaged while enrolled, increasing retention, and will have taken advantage of the numerous opportunities on campus to assist them in preparing for their future. Ultimately, we will also be able to use this information to make correlations with the First Destination Survey (FDS) data after the student has graduated. A total of 253 complete responses and 37 partially completed responses were gathered.

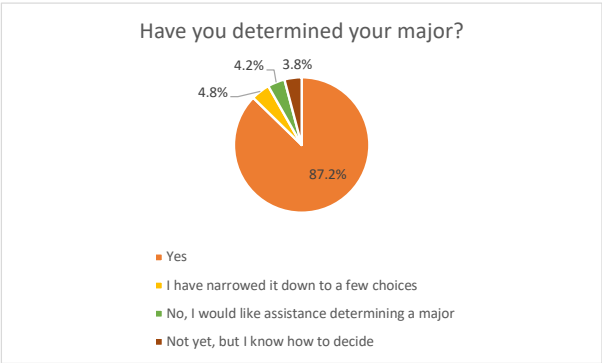
A few highlights:

- Almost 90% of incoming freshmen have determined a major already.
- 92% of freshmen plan on being FT students (12+ credit hours).
- 94% of responses stated Purdue Fort Wayne was one of the top three choices for school.
- Over 15% of responses stated they were working 32 hours or more a week, which is traditionally considered full-time, while enrolled in classes.

# Appendix D (continued)

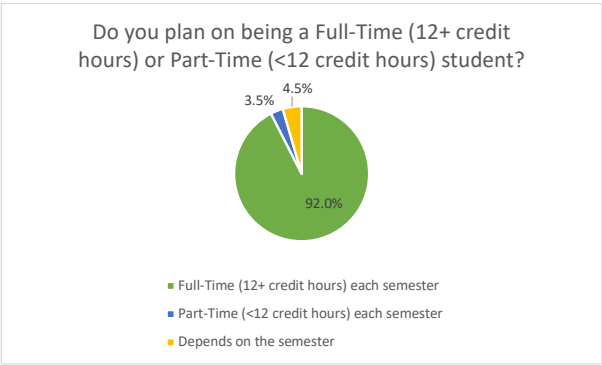
## Choosing a Major

One of the first questions we asked these incoming freshmen was whether or not they determined their major. From this data, we can reach out to see if we may assist in their decision by providing specific counseling appointments such as the FOCUS assessment. Almost 90% of incoming freshmen have determined a major but over 10% have yet to declare a major.



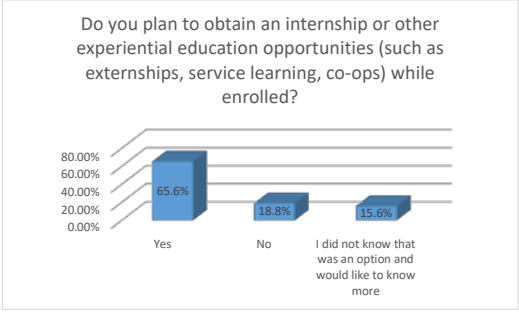
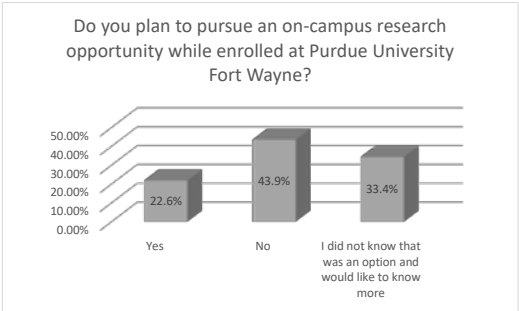
## Student Credit Hours

We also asked if they planned on being a full-time or part-time student. From this information, we may infer several possible outcomes such as how active they will be on campus, how long they will take to graduate, how much time they may have to dedicate to coursework, etc. The majority of responses plan on being full-time students.



## Experiential Education / Campus Research

Research and internships play an important role in preparing a graduate for their professional careers. Gaining that experience can set an applicant apart from others when applying to jobs. We asked freshmen about their plans regarding research and internships while enrolled. Instead of a simple Yes or No option set, we included “I did not know that was an option and would like to know more” as an option. Again, this allows us to better reach out to these students and assist them with finding opportunities to provide them with the skills their career choice may demand. Eventually, we can tie this data in with the FDS data to see how many planned on taking advantage of these opportunities while enrolled. From the responses gathered this year, we can see that many incoming freshmen have no idea on-campus research is an option but over half plan to obtain in internship.

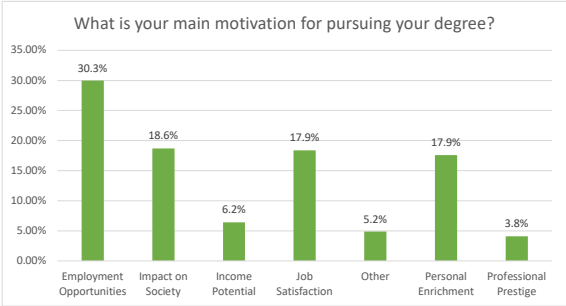




# Appendix D (continued)

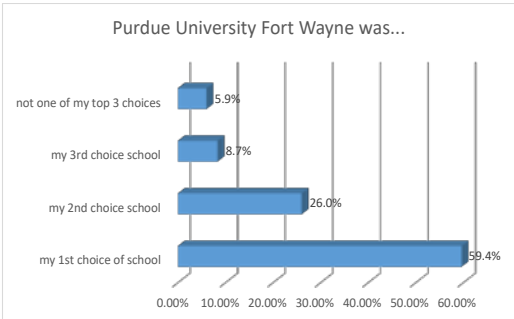
## Motivation for Pursuing Degree

We asked students what their motivation for pursuing their degree is. From this question, we can better focus marketing strategies for future classes by determining correlations between specific motivations and degrees. From the FDS data after a student has graduated, we can see that majors such as Engineering are often fueled by motivations to make a higher income or employment opportunities, while majors such as Human Services are typically driven more by motivations such as Impact on Society. By comparing the freshman responses to the eventual FDS responses, we will be able to see if that was a motivation from the beginning and be able to better market our majors offered on campus to those who typically choose those major types. Overall, the most common response in both surveys is employment opportunities.



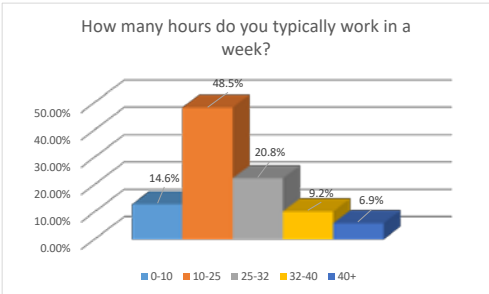
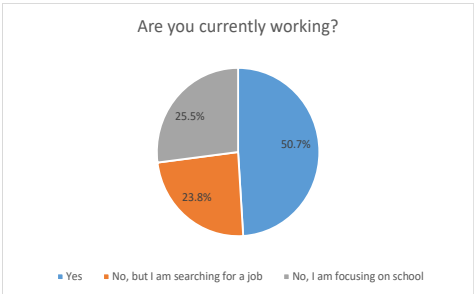
## Purdue Fort Wayne – Top Choice?

Determining where Purdue Fort Wayne fell on a student’s choice of schools may help with retention and goals for the university. This year, 94% of responses stated Purdue Fort Wayne was one of the top three choices for school.



## Employment

Many of our students work while going to school, but the percentage is often surprising. From the FDS responses, we know that typically around 90% of graduates ended up working while enrolled in classes. Knowing how many work from the beginning can help us analyze trends and potentially develop more class options so that students who must work may continue to do both, rather than drop out. Almost 75% of the freshmen who responded replied they were currently working or intend to work while enrolled. Over 15% of those already employed stated they were working 32 hours or more a week, which is traditionally considered full-time, while enrolled in classes as a freshman.



## Appendix D (continued)

### Potential Opportunities to Utilize Data

- Promote specific events or programs on campus, such as job fairs, externship program, service learning, internships, etc.
- Send on-campus research opportunities to specific students; promote the research symposium.
- Provide information about career assessments to respondents who have not selected a major.
- Evaluate current course offerings and determine availability of afternoon and evening options based on student employment.
- Promotional information for admissions – 1st choice school, etc.
- Analyze trends with future incoming classes.
- Evaluate career readiness programming and student learning outcomes in regards to skills needed in the current workforce.
- Analyze likelihood of student debt; Promote financial planning initiatives to respondents.
- Correlations with the First Destination.

Have you determined your major?

I have narrowed it down to a few choices which are...	14/289 = 4.8%
No, I would like assistance determining a major	12/289 = 4.2%
Not yet, but I know how to decide	11/289 = 3.8%
Yes. I have chosen the major of...	252/289 = 87.2%

Do you plan on being a Full-Time (12+ credit hours) or Part-Time (<12 credit hours) student?

Depends on the semester	13/289 = 4.5%
Full-Time (12+ credit hours) each semester	266/289 = 92.0%
Part-Time (<12 credit hours) each semester	10/289 = 3.5%

Do you plan to pursue an on-campus research opportunity while enrolled at Purdue Fort Wayne?

I did not know that was an option and would like to know more	96/287 = 33.4%
No	126/287 = 43.9%
Yes	65/287 = 22.6%

Do you plan to obtain an internship or other experiential education opportunities (such as externships, service learning, co-ops) while enrolled?

I did not know that was an option and would like to know more	45/288 = 15.6%
No	54/288 = 18.8%
Yes	189/288 = 65.6%

## Appendix D (continued)

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What is your main motivation for pursuing your degree?

Employment Opportunities	88/290 = 30.3%
Impact on Society	54/290 = 18.6%
Income Potential	18/290 = 6.2%
Job Satisfaction	52/290 = 17.9%
Other - Please explain...	15/290 = 5.2%
Personal Enrichment	52/290 = 17.9%
Professional Prestige	11/290 = 3.8%

Purdue University Fort Wayne was...

my 1st choice of school.	171/288 = 59.4%
my 2nd choice school.	75/288 = 26.0%
my 3rd choice school.	25/288 = 8.7%
not one of my top three choices.	17/288 = 5.9%

Are you currently working?

No, but I am searching for a job	69/290 = 23.8%
No, I am focusing on school	74/290 = 25.5%
Yes	147/290 = 50.7%

How many hours do you typically work in a week?

0-10	19/130 = 14.6%
10-25	63/130 = 48.5%
25-32	27/130 = 20.8%
32-40	12/130 = 9.2%
40+	9/130 = 6.9%

What is your hourly pay?

\$0-7.25	8/130 = 6.2%
\$7.26-10.00	75/130 = 57.7%
\$10.01-14.00	35/130 = 26.9%
\$14.01-19.00	8/130 = 6.2%
\$19.01-24.00	4/130 = 3.1%

Do you plan to stay in northeast Indiana after graduation?

No	106/249 = 42.6%
Yes	143/249 = 57.4%

## Appendix D (continued)

What skills would you like to obtain in your career preparation while enrolled at Purdue Fort Wayne?  
(May choose more than one option)

Career Management	47/252 = 18.7%
Critical Thinking/Problem Solving	96/252 = 38.1%
Oral/Written Communication	57/252 = 22.6%
Teamwork/Collaboration	40/252 = 15.9%
Information Technology Application	23/252 = 9.1%
Leadership	69/252 = 27.4%
Professionalism/Work Ethic	55/252 = 21.8%

## Appendix E

### Dual Credit

#### Census Enrollments

Academic Year	Years CC Enrollment	Census Enrollments	EOT Enrollments	% Still Enrolled at		Census Credit Hours	EOT Credits Earned
				EOT			
2006-2007	413	413	391	94.67%		2359	2200
2007-2008	639	632	608	95.15%		3133	2994
2008-2009	1089	1065	1046	96.05%		5439	5285
2009-2010	1768	1721	1663	94.06%		8600	8377
2010-2011	1854	1787	1734	93.53%		9494	9469
2011-2012	2554	2460	2383	93.30%		13552	13680
2012-2013	3239	3191	3058	94.41%		16906	17424
2013-2014	3793	3671	3609	95.15%		20517	21044
2014-2015	4200	4073	3971	94.55%		22326	22832
2015-2016	4135	3991	3909	94.53%		22322	22453
2016-2017	3863	3750	3644	94.33%		19391	19980
2017-2018	3426	3209				13648	5270

#### High School Enrollments

High School	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Adams Central High School	7	31	50	43	36	57	104	89	89	100	84	71
Anderson High School		1										
Anderson Preparatory Academy						12	26	57	50	40	43	40
Angola High School	3		1	1						1		
Bellmont High School	4	53	40	35	42	136	168	189	153	165	133	145
Ben Davis High School		1										
Bill C Anthis Career Center					1	1						
Bishop Dwenger High School	12	19	42	96	101	150	119	125	144	165	133	136
Bishop Luers High School	1	2	23	35	27	19	79	91	111	88	79	38
Blackhawk Christian HS	6	4	2	3	5	7	9	7	5	3	2	2
Bluffton High School	4	4	26	46	47	50	87	61	88	79	108	86
Canterbury School	3	2	4	17	22	27	30	25	42	52	77	23
Carroll High School	10	34	58	121	176	147	187	226	275	258	251	180
Centerville Senior High School									1			
Central Noble High School	3	3	1	2		59	46	48	46	73	62	72
Churubusco High School	4	3	5	9	8	18	13		1	1	10	
Clonlara School						1						
Columbia City High School	9	3	48	59	62	87	106	163	149	133	137	121
Columbus East High School								60	26	30	31	12
Concord High School							1		1			
Concordia Lutheran High School	7	8	34	25	33	26	64	58	93	124	100	74
Dekalb High School	1	2	7	3	3	3	3	96	92	176	92	108
East Allen University										23	18	15
East Noble High School	1	3	30	23	24	73	65	70	85	86	70	68
Eastside Jr-Sr High School	2	3	1	1	1	1	1		1	1		
Elmhurst High School	2	2	19	18								
Fairfield Jr-Sr High School				1								
Fremont High School	1			30							1	

## Appendix E (continued)

Garrett Jr-Sr High School	4		5	1	6	36	6	7	29	23	23	17
George Bush High School				1								
George Walton Comprehensive High School										1		
Hamilton Community School			3			1		1				
Harlan Christian School								1				
Heritage Jr-Sr High School	26	26	42	86	107	116	94	97	78	93	79	80
Home School Clearing House								1				
Homestead High School	47	62	52	48	68	93	229	248	274	225	265	256
Homestead Senior High School	9											
Horizon Christian Academy						2	1					
Huntington North High School		17	26	24	17	46	89	90	101	130	158	129
In-State GED	2	2	2	1	4	2		1	1	1		
In-State Home School*	10	11	7	11	9	14	8	14	12	9	4	5
Indiana Academy Math Sci Hum				1					2	1	1	
Indiana Connections Academy							1					
Indiana Cyber Charter School							2		1			
Indiana University High School						1	2	1				
Indiana Virtual School											1	
Interlochen Arts Academy								1				
Keystone Schools			2	2								
Kingdom Academy of Bluffton			1	1	1							
Lakeland Christian Academy	2	1										
Lakeland High School			3	59	36	72	75	79	88	95	63	63
Lakewood Park Christian School	2					1	1		1			1
Leelanau School The											1	
Leo Jr-Sr High School	50	60	66	91	72	85	95	103	134	106	128	131
Lewis Cass Jr-Sr High School	1											
Manchester High School	1					37	24	37	25	40	26	33
Marion High School							25	1	1			
Monrovia Jr-Sr High School			1	1								
New American Conservatory									1	4	2	
New Haven High School	10	23	59	82	90	119	98	104	111	98	86	63
New Palestine High School							13	18				
Noblesville High School										1		
North Atlantic Regional High School						1						
North Miami High School				1								
North Side High School	7	13	23	29	104	145	161	177	176	173	179	140
Northfield Jr-Sr High School				28	17	21	30	10	8	9	7	6
Northrop High School	17	23	102	96	172	226	276	242	311	259	245	227
Norwell High School	27	37	24	73	66	109	126	113	136	113	103	108
Out-of-State Home School*			1	1	1	1	1	1				
Paul Harding High School	10	16	13	11	9							
Perry Meridian High School									1			
Peru High School											6	12
Portage Central High School				1								
Prairie Heights High School	1	1	30	51	39	25	47	55	62	54	57	48
R Nelson Snider High School	34	27	76	119	102	110	100	173	158	120	136	104
Redlands High School								1				
Riverside High School				1								
Rochester Community HS								50	85	83	74	84
South Adams Jr-Sr High School		1		18	10	30	57	36	40	48	33	36
South Side High School	14	8	32	59	60	48	113	110	56	71	54	42
Southern Wells High School		15	6	19	16		17	20	24	30	4	
Southwood Jr-Sr High School	1	1		24	9	17	34	33	30	28	19	27
The Crossing Education Center								1	1			
The Culver Academies				1								
Three Rivers High School										1		
Tippecanoe Valley High School	5	7	4	34	30	27	24	40	65	27	27	36
Unknown		4	2	1	7				1	1	3	7
Unknown High School		1										
Wabash High School			1	17	14	16	24	31	41	90	41	63
Warren Central High School							10	21	21			17
Warsaw Community High School	15	28	20	56	52	100	121	160	230	184	170	196
Washtenaw Tech Middle College										1		
Wawasee High School					1		24	74	157	146	156	105
Wayne High School	10	11	33	34	30	27	76	104	117	101	87	71
West Noble High School	22	36	25	34	35	36	41	76	57	49	63	6
Westview High School		9	10	30	28	31	45	45	48	53	51	45
Whitko High School				3	5	1			1			
Woodlan Jr-Sr High School	6	20	30	48	49	84	41	51	63	69	80	77
Zionsville Community School		1										
Grand Total	413	639	1,089	1,768	1,854	2,554	3,239	3,793	4,200	4,135	3,863	3,426

## Appendix E (continued)

### IPFW Dual Credit Only Degree-Seeking Status

Academic Year	Total CC Enrollment	Beginner Admit	Beginner Admit %	Enrolled as non-beginner	Enrolled as non-beginner %	Never Enrolled	Never Enrolled %
2006-2007	413	119	28.8%	109	26.4%	185	44.8%
2007-2008	639	165	25.8%	130	20.3%	344	53.8%
2008-2009	1089	281	25.8%	223	20.5%	585	53.7%
2009-2010	1768	445	25.2%	330	18.7%	993	56.2%
2010-2011	1854	442	23.8%	302	16.3%	1110	59.9%
2011-2012	2554	597	23.4%	378	14.8%	1579	61.8%
2012-2013	3239	747	23.1%	377	11.6%	2115	65.3%
2013-2014	3793	780	20.6%	353	9.3%	2660	70.1%
2014-2015	4200	842	20.0%	271	6.5%	3087	73.5%
2015-2016	4135	742	17.9%	125	3.0%	3268	79.0%
2016-2017	3863	396	10.3%	24	0.6%	3443	89.1%
2017-2018	3426	4	0.1%		0.0%	3422	99.9%

### IPFW Dual Credit Only High School Seniors

Academic Year	Total Senior CC Enrollment	Beginner Admit	Beginner Admit %	Enrolled as non-beginner	Enrolled as non-beginner %	Never Enrolled	Never Enrolled %
2006-2007	309	91	29.4%	90	29.1%	128	41.4%
2007-2008	491	137	27.9%	107	21.8%	247	50.3%
2008-2009	729	198	27.2%	149	20.4%	382	52.4%
2009-2010	1126	306	27.2%	212	18.8%	608	54.0%
2010-2011	1102	281	25.5%	182	16.5%	639	58.0%
2011-2012	1472	369	25.1%	244	16.6%	859	58.4%
2012-2013	1909	475	24.9%	242	12.7%	1192	62.4%
2013-2014	2255	474	21.0%	228	10.1%	1553	68.9%
2014-2015	2378	509	21.4%	201	8.5%	1668	70.1%
2015-2016	2298	485	21.1%	115	5.0%	1698	73.9%
2016-2017	2200	392	17.8%	23	1.0%	1785	81.1%
2017-2018	1884	4	0.2%		0.0%	1880	99.8%

### Degree Seeking High School Students with Any Previous Dual Credit

Admit Year	Total HS Admits	No Dual Credit Hours		Only IPFW Dual Credit Hours	Only IPFW Dual Credit Hours %	IPFW and Other Dual Credit Hours	IPFW and Other Dual Credit Hours %	Only Other Dual Credit Hours	Only Other Dual Credit Hours %
		No Dual Credit Hours	%						
2006-2007	1740	1534	88.2%	69	4.0%	6	0.3%	131	7.5%
2007-2008	1928	1702	88.3%	81	4.2%	6	0.3%	139	7.2%
2008-2009	1992	1744	87.6%	116	5.8%	15	0.8%	117	5.9%
2009-2010	1998	1686	84.4%	173	8.7%	22	1.1%	117	5.9%
2010-2011	2075	1639	79.0%	253	12.2%	26	1.3%	157	7.6%
2011-2012	1860	1386	74.5%	280	15.1%	31	1.7%	163	8.8%
2012-2013	1647	1061	64.4%	337	20.5%	48	2.9%	201	12.2%
2013-2014	1649	904	54.8%	406	24.6%	111	6.7%	228	13.8%
2014-2015	1591	824	51.8%	352	22.1%	138	8.7%	277	17.4%
2015-2016	1646	830	50.4%	365	22.2%	202	12.3%	249	15.1%
2016-2017	1610	822	51.1%	323	20.1%	220	13.7%	245	15.2%
2017-2018	1562	793	50.8%	256	16.4%	210	13.4%	303	19.4%

## Appendix E (continued)

### Credit Sources

School	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
IU North West	-			9	18	11		5	8	11	5	15
IU Kokomo	3	6	21	18	30	39	87	139	106	137	127	119
Ivy Tech Cmty Coll Richmond	6	3		2					3		19	20
Ivy Tech Cmty Coll South Bend	6	21	60	3	12	16	30	30	18	93	243	496
Ivy Tech Cmty Coll Marion	9	6		6			10		40	11	125	15
IU East	11	8		11			15	14	9	11	11	117
Indiana Wesleyan University	12	18	21	12	49	43	27	39	21	9	12	12
Ivy Tech Cmty Coll Muncie	12			9			12	20	37	87	140	73
IU Fort Wayne	14			9						3		
Ivy Tech Cmty Coll Warsaw	15	7	30	6	9	18	30	60	122	62	15	17
Ball State University	25	57	40	22	36	13	74	30	115	41	21	101
University of Saint Francis	27	22	27	57	48	61	87	116	40	36	9	21
Indiana Institute of Technology	37	43	32	19	48	31	6	15	15		6	38
Ivy Tech Cmty Coll Kokomo	37	45	12	3	12		13	24	49	38	73	101
Grace College	41	12		9	45	60	69	120	130	105	140	164
Trine University	47	56	66	17	78	130	115	255	425	663	811	959
Vincennes University	60	100	11	38	36	76	148	204	237	301	1,183	1,534
Manchester University	63	12	9	6		3			3			
Huntington University	67	22	48	6	18	8	14	34	9	17	22	10
Taylor University - Fort Wayne	71	47	66	140	16							
IU South Bend	97	75	78	131	172	221	205	303	367	253	248	207
Ivy Tech Cmty Coll Fort Wayne	439	425	333	273	428	468	474	702	1,102	1,847	2,268	2,736
IPFW	534	530	701	1,092	1,648	2,029	2,528	3,725	3,887	4,622	4,384	3,755
Ancilla College					6	6			12		3	3
Anderson University									9	3		3
Bethel College Indiana				17								
Calumet College of St Joseph												3
Franklin College					12							
Indiana State University						12	9	9				
IU Bloomington	-	16	9	12	9	31	42	25	63	18	83	
IU Columbus						6						
IU Indianapolis	8		3	10	6	9	3	27	6		2	
IU South East								16				
Ivy Tech Cmty Col Lawrenceburg												20
Ivy Tech Cmty Coll Bloomington	15		6			3						6
Ivy Tech Cmty Coll Columbus	3		26			13	30	10				
Ivy Tech Cmty Coll Evansville						6					35	
Ivy Tech Cmty Coll Gary	6	3				3	6	3		12	159	
Ivy Tech Cmty Coll Lafayette			33			15	24	15	11	46	20	
Ivy Tech Cmty Coll Madison			9				15	18	15			
Ivy Tech Cmty Coll Sellersburg								9	25			
Ivy Tech Cmty Coll Terre Haute		6					3	6				
Ivy Tech Cmty Coll Valparaiso		6	24	3								
Ivy Tech Cmty College			9	30	65	6	39	39	39	58	91	
Marian University						42	70	3				
Oakland City University						5		3				
Purdue Calumet	3	-	6	5		3	30	6	18			
Purdue North Central		3	18	25	18	76	76	110	131	124	125	
Purdue Technology Statewide								10		3		
Purdue West Lafayette		-	6	30	9	22	51	51	28	18	3	
Taylor University Upland				10	27	29	24	8				
Trine University/Ft Wayne				3								
University of Notre Dame								3				
University of Southern Indiana			12	1					3			
Unknown Academic History												12

## Appendix E (continued)

### Retention Second Year

Admit Year	Type of Credits	Total HS Admits	Not Retained	Not Retained %	Retained Next Fall	Retained Next Fall %
2006-2007	No Dual Credit Hours	1,534	638	41.6%	896	58.4%
	Only IPFW Dual Credit Hours	69	26	37.7%	43	62.3%
	IPFW and Other Dual Credit Hours	6	1	16.7%	5	83.3%
	Only Other Dual Credit Hours	131	35	26.7%	96	73.3%
2007-2008	No Dual Credit Hours	1,702	663	39.0%	1,039	61.0%
	Only IPFW Dual Credit Hours	81	18	22.2%	63	77.8%
	IPFW and Other Dual Credit Hours	6	0	0.0%	6	100.0%
	Only Other Dual Credit Hours	139	32	23.0%	107	77.0%
2008-2009	No Dual Credit Hours	1,744	684	39.2%	1,060	60.8%
	Only IPFW Dual Credit Hours	116	27	23.3%	89	76.7%
	IPFW and Other Dual Credit Hours	15	4	26.7%	11	73.3%
	Only Other Dual Credit Hours	117	35	29.9%	82	70.1%
2009-2010	No Dual Credit Hours	1,686	649	38.5%	1,037	61.5%
	Only IPFW Dual Credit Hours	173	53	30.6%	120	69.4%
	IPFW and Other Dual Credit Hours	22	6	27.3%	16	72.7%
	Only Other Dual Credit Hours	117	36	30.8%	81	69.2%
2010-2011	No Dual Credit Hours	1,639	689	42.0%	950	58.0%
	Only IPFW Dual Credit Hours	253	73	28.9%	180	71.1%
	IPFW and Other Dual Credit Hours	26	2	7.7%	24	92.3%
	Only Other Dual Credit Hours	157	37	23.6%	120	76.4%
2011-2012	No Dual Credit Hours	1,386	592	42.7%	794	57.3%
	Only IPFW Dual Credit Hours	280	74	26.4%	206	73.6%
	IPFW and Other Dual Credit Hours	31	5	16.1%	26	83.9%
	Only Other Dual Credit Hours	163	48	29.4%	115	70.6%
2012-2013	No Dual Credit Hours	1,061	398	37.5%	663	62.5%
	Only IPFW Dual Credit Hours	337	87	25.8%	250	74.2%
	IPFW and Other Dual Credit Hours	48	7	14.6%	41	85.4%
	Only Other Dual Credit Hours	201	53	26.4%	148	73.6%
2013-2014	No Dual Credit Hours	904	327	36.2%	577	63.8%
	Only IPFW Dual Credit Hours	406	111	27.3%	295	72.7%
	IPFW and Other Dual Credit Hours	111	23	20.7%	88	79.3%
	Only Other Dual Credit Hours	228	51	22.4%	177	77.6%
2014-2015	No Dual Credit Hours	824	368	44.7%	456	55.3%
	Only IPFW Dual Credit Hours	352	98	27.8%	254	72.2%
	IPFW and Other Dual Credit Hours	138	26	18.8%	112	81.2%
	Only Other Dual Credit Hours	277	93	33.6%	184	66.4%
2015-2016	No Dual Credit Hours	830	394	47.5%	436	52.5%
	Only IPFW Dual Credit Hours	365	119	32.6%	246	67.4%
	IPFW and Other Dual Credit Hours	202	50	24.8%	152	75.2%
	Only Other Dual Credit Hours	249	86	34.5%	163	65.5%
2016-2017	No Dual Credit Hours	822	420	51.1%	402	48.9%
	Only IPFW Dual Credit Hours	323	108	33.4%	215	66.6%
	IPFW and Other Dual Credit Hours	220	61	27.7%	159	72.3%
	Only Other Dual Credit Hours	245	86	35.1%	159	64.9%
2017-2018	No Dual Credit Hours	793	793	100.0%		0.0%
	Only IPFW Dual Credit Hours	256	256	100.0%		0.0%
	IPFW and Other Dual Credit Hours	210	210	100.0%		0.0%
	Only Other Dual Credit Hours	303	303	100.0%		0.0%



## Appendix E (continued)

### Years to Graduation

Admit Year	Type of Credits	Total HS Admits	Awarded an Associate Degree				Awarded Bachelors in 4 Years				Awarded Bachelors in 6 Years				Avg Yrs to Associates	Avg Yrs to Bachelors
			No	%	Yes	%	No	%	Yes	%	No	%	Yes	%		
2006-2007	No Dual Credit Hours	1,534	1,396	91.0%	138	9.0%	1,471	95.9%	63	4.1%	1,231	80.2%	303	19.8%	4.38	5.55
	Only IPFW Dual Credit Hours	69	58	84.1%	11	15.9%	61	4.0%	8	0.5%	47	3.1%	22	1.4%	4.01	5.35
	IPFW and Other Dual Credit Hours	6	5	83.3%	1	16.7%	5	0.3%	1	0.1%	5	0.3%	1	0.1%	3.73	3.33
	Only Other Dual Credit Hours	131	107	81.7%	24	18.3%	120	7.8%	11	0.7%	79	5.1%	52	3.4%	3.81	5.10
2007-2008	No Dual Credit Hours	1,702	1,577	92.7%	125	7.3%	1,626	106.0%	76	5.0%	1,339	87.3%	363	23.7%	4.56	5.38
	Only IPFW Dual Credit Hours	81	69	85.2%	12	14.8%	66	4.3%	15	1.0%	49	3.2%	32	2.1%	3.61	4.83
	IPFW and Other Dual Credit Hours	6	5	83.3%	1	16.7%	5	0.3%	1	0.1%	3	0.2%	3	0.2%	3.73	4.16
	Only Other Dual Credit Hours	139	117	84.2%	22	15.8%	114	7.4%	25	1.6%	81	5.3%	58	3.8%	3.89	4.80
2008-2009	No Dual Credit Hours	1,744	1,623	93.1%	121	6.9%	1,656	108.0%	88	5.7%	1,357	88.5%	387	25.2%	4.04	5.21
	Only IPFW Dual Credit Hours	116	104	89.7%	12	10.3%	95	6.2%	21	1.4%	58	3.8%	58	3.8%	3.96	4.64
	IPFW and Other Dual Credit Hours	15	14	93.3%	1	6.7%	11	0.7%	4	0.3%	10	0.7%	5	0.3%	1.72	4.05
	Only Other Dual Credit Hours	117	105	89.7%	12	10.3%	99	6.5%	18	1.2%	69	4.5%	48	3.1%	3.43	4.69
2009-2010	No Dual Credit Hours	1,686	1,600	94.9%	86	5.1%	1,590	103.7%	96	6.3%	1,298	84.6%	388	25.3%	4.15	5.08
	Only IPFW Dual Credit Hours	173	158	91.3%	15	8.7%	150	9.8%	23	1.5%	108	7.0%	65	4.2%	3.18	4.83
	IPFW and Other Dual Credit Hours	22	19	86.4%	3	13.6%	15	1.0%	7	0.5%	8	0.5%	14	0.9%	3.05	4.22
	Only Other Dual Credit Hours	117	106	90.6%	11	9.4%	103	6.7%	14	0.9%	75	4.9%	42	2.7%	3.78	4.69
2010-2011	No Dual Credit Hours	1,639	1,559	95.1%	80	4.9%	1,553	101.2%	86	5.6%	1,281	83.5%	358	23.3%	3.65	4.88
	Only IPFW Dual Credit Hours	253	238	94.1%	15	5.9%	217	14.1%	36	2.3%	162	10.6%	91	5.9%	3.50	4.62
	IPFW and Other Dual Credit Hours	26	24	92.3%	2	7.7%	20	1.3%	6	0.4%	11	0.7%	15	1.0%	4.03	4.49
	Only Other Dual Credit Hours	157	139	88.5%	18	11.5%	128	8.3%	29	1.9%	89	5.8%	68	4.4%	3.36	4.49
2011-2012	No Dual Credit Hours	1,386	1,338	96.5%	48	3.5%	1,292	84.2%	94	6.1%	1,050	68.4%	336	21.9%	3.85	4.63
	Only IPFW Dual Credit Hours	280	265	94.6%	15	5.4%	231	15.1%	49	3.2%	160	10.4%	120	7.8%	3.59	4.46
	IPFW and Other Dual Credit Hours	31	31	100.0%		0.0%	20	1.3%	11	0.7%	11	0.7%	20	1.3%		4.02
	Only Other Dual Credit Hours	163	151	92.6%	12	7.4%	140	9.1%	23	1.5%	93	6.1%	70	4.6%	3.25	4.51
2012-2013	No Dual Credit Hours	1,061	1,023	96.4%	38	3.6%	958	62.5%	103	6.7%	778	50.7%	283	18.4%	3.35	4.35
	Only IPFW Dual Credit Hours	337	312	92.6%	25	7.4%	291	19.0%	46	3.0%	209	13.6%	128	8.3%	3.60	4.33
	IPFW and Other Dual Credit Hours	48	43	89.6%	5	10.4%	37	2.4%	11	0.7%	19	1.2%	29	1.9%	3.77	4.16
	Only Other Dual Credit Hours	201	190	94.5%	11	5.5%	162	10.6%	39	2.5%	128	8.3%	73	4.8%	2.65	4.10

## Appendix F

### External Environment Analysis

#### Purpose

To evaluate key external environmental trends that will impact Purdue Fort Wayne in the next five years.

#### Key Trends: Politics and Policy

**Trend 1** Fewer laws impacting higher ed passed by Indiana General Assembly (IGA) in recent years, mostly addressing scholarships, grants, workforce needs.

**Overview** 1 law passed in 2014, 9 laws passed in 2015, 8 laws passed in 2016, 3 laws passed in 2017, 3 laws passed in 2018. Most address scholarships and grants, eligibility, and requirements. These are usually targeted to meet state workforce needs, for example, the Next Generation Hoosier Teacher scholarship and a similar scholarship for future primary care physicians. Relatedly, other legislation mandates study of educational and workforce needs. This year's Public Law 152 establishes a governor's workforce cabinet to study statewide employment needs.

## Appendix F (continued)

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**Source of Data** Indiana General Assembly website (iga.in.gov), legislation by subject search, sessions 2014 to 2018

**Potential Implications** The IGA is much more focused on K–12 at the moment than higher ed, but can still affect us. As Andy Downs noted, past impact includes Core 40 curriculum requirements for high school admits, funding based on performance metrics, our metropolitan designation, and our realignment. The legislature’s current focus on targeted student support to meet Indiana employment needs presents an opportunity for the university to anticipate target areas, as well as to be flexible and responsive in our program offerings so that our students can take advantage of such supports.

---

### **Trend 2** Increasing online and hybrid credit hours

**Overview** Trends in online and hybrid credit hours over the past few semesters show a dip in the spring 2018 semester before a significant jump in fall 2018. Angie Williams explained that many students knew that the additional fee for distance learning was going away in fall, explaining the lower spring numbers followed by record credit hours from the fall semester.

**Source of Data** Online and hybrid credit hours taught over the past three years from the Division of Continuing Studies

**Potential Implications** Expanding our online and hybrid offerings can allow us to be responsive to current students’ needs, as many of them drive significant distances to campus, care for children or elders, or work jobs with set and/or long hours. This can also help us expand our markets beyond northeast Indiana.

---

### **Trend 3** Increasing oversight by Purdue West Lafayette of our online and hybrid offerings

**Overview** A new ‘notice of intent’ process was instituted by Purdue WL after the acquisition of Purdue Global. Purdue Fort Wayne is now required to submit such notice for any new online or hybrid program being considered. These ‘notice of intent’ forms are currently not being responded to, and Purdue Fort Wayne will begin pushing for a timeline for the approval process.

**Source of Data** Carol Sternberger

**Potential Implications** This is a threat to our ability to be responsive to the market for online and hybrid programs.

## Appendix F (continued)

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### **Trend 4** Stricter qualifications requirements for postsecondary teaching

**Overview** The Higher Learning Commission is requiring as a condition of accreditation that postsecondary instructors ‘hold a degree at least one level above the program they are teaching.’ This means that undergraduate courses (including AP and dual credit) must be taught by master’s holders in the discipline (or other field plus 18 graduate credits in the discipline), and instructors for master’s programs must hold terminal degrees.

**Source of Data** \_Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices Guidelines 2016

**Potential Implications** \_This presents a challenge in ensuring that our limited term lecturers meet the HLC’s minimum qualifications, and requires us to develop robust tested-experience policies where they are not already in place. The regulations present an opportunity to grow our master’s level offerings so that we can help current AP/dual credit teachers to obtain the needed credentials.

---

### **Trend 5** Various trends demonstrating universities’ vitality and strong positioning in the face of challenges

**Overview** \_According to a 2019 book from the Princeton University Press, higher education is in a better position than ever before despite significant challenges, including massive state disinvestments. Four-year nonprofits have emerged victorious after a challenge by two-year and for-profit competitors. Record demand for college education and soaring enrollments bode well, but institutions need to be attentive to student struggle to achieve completion. \_

**Source of Data** \_Brint, S. (2019). Two cheers for higher education: Why American Universities are stronger than ever—and how to meet the challenges they face. Princeton, NJ: Princeton University Press.

**Potential Implications** \_This not-yet-published book outlines various trends that have challenged and supported institutions of higher education, concluding that universities are in fact thriving. As I just picked it up yesterday at a conference book display, I will read in the next week or so and note data points that are particularly salient to Purdue Fort Wayne.

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### **Trend 6** Defines Purdue University Fort Wayne’s charge, according to ICHE, as Indiana’s Flagship Comprehensive Campus for the Fort Wayne Metropolitan Region.

## Appendix F (continued)

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**Overview** This two-page document, approved by ICHE, defines 10 characteristics, e.g. educational responsibility, admission policy, research, remedial education, etc., that the university should embody.

**Source of Data** ICHE Policy on Purdue University Fort Wayne

**Potential Implications** The characteristics defined in the document are general enough so as to not constrain, but give enough guidance, endorsed by ICHE, to define a role for the university.

---

**Trend 7** Modest growth in projected financial aid for undergraduate students.

**Overview** Both number of students receiving aid and amount aid is expected to increase

**Source of Data** Purdue Fort Wayne Student Financial Aid Information

**Potential Implications** Could affect recruitment strategy, percentage students employed, and time-to-graduation.

---

**Trend 8** Demographics of markets or targeted market may be changing with time.

**Overview** This web-based dashboard has a large variety of enrollment and performance data that can be extracted for each Indiana school district. The site can give information about ethnicity, financial need (school lunch assistance), etc., as well as graduation rates and performance on standardized exams.

**Source of Data** Selected Fort Wayne/Allen Co. school trend data – [compass.doe.in.gov/](http://compass.doe.in.gov/)

**Potential Implications** Could affect recruitment strategy or target market.

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**Trend 9** Values that guide the work of our accrediting body

### Overview

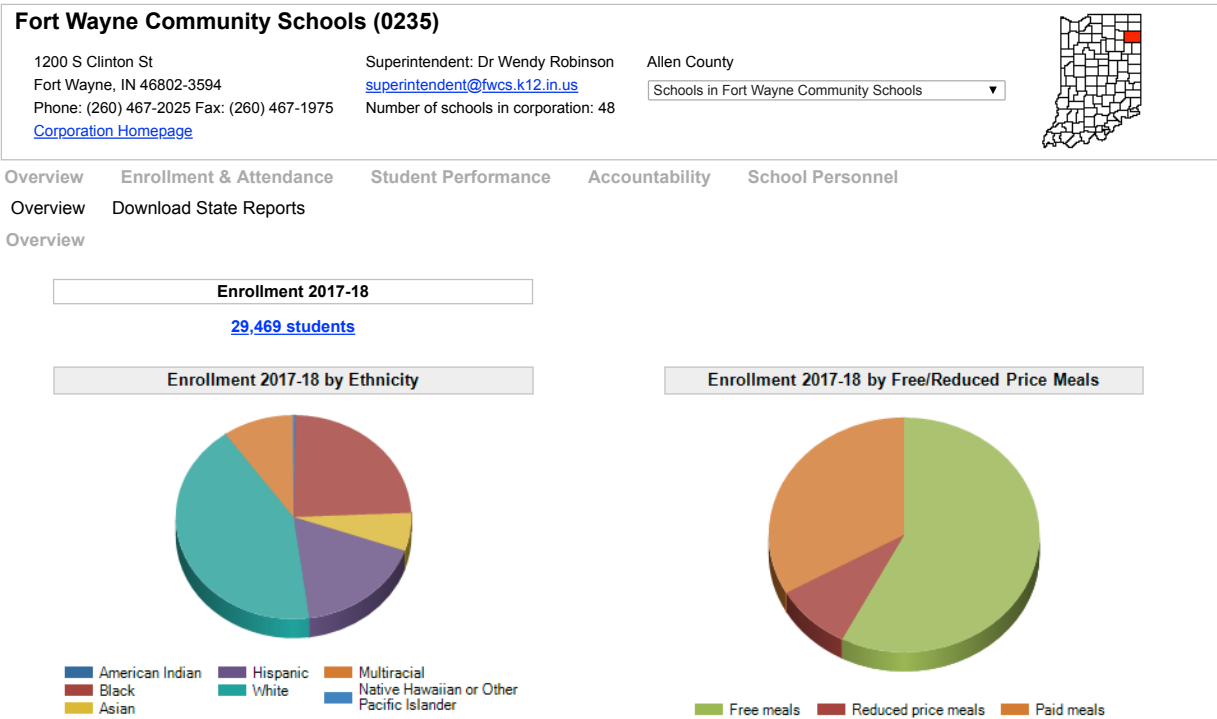
1. Student learning is the highest priority.
2. Education serves a public purpose and provides more than credentials.
3. Students must be prepared for a diverse, globalized, changing world.

## Appendix F (continued)

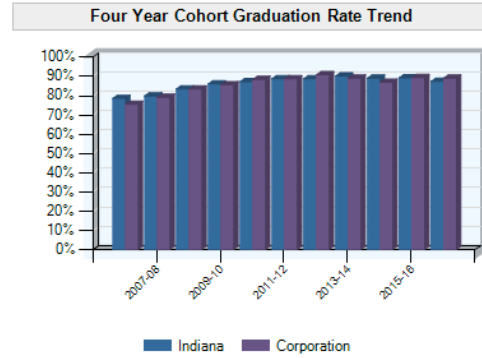
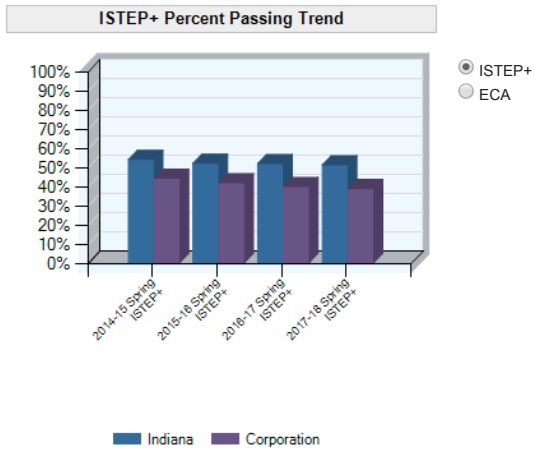
4. Institutions need cultures of assessment and continuous improvement.
5. Assessments and improvements must be grounded in evidence.
6. All activities of an institution must reflect integrity, transparency and ethics.
7. Governance bodies must prioritize the well-being of the institution.
8. Resources must be managed wisely in the interest of sustainability.
9. Institutions should be evaluated in light of their unique missions.
10. Accreditation is based in collegial, rigorous, and constructive peer review. Source of Data\_ Higher Learning Commission Guiding Values document

**Potential Implications** Positively, the HLC supports and expects that students will be at the center of our work, and sees that work as being larger and more important than providing a credential or training for a workforce role. The possibility that continuous improvement based on evidence will be narrowly defined as decision making driven by numerical data from standardized courses and assessments is an area for concern.

## Appendix G



# Appendix G (continued)



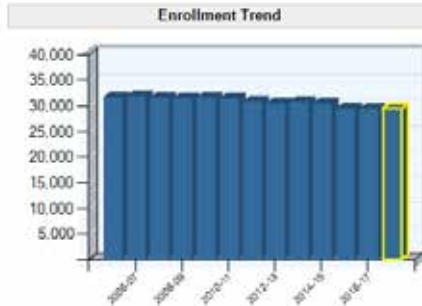
Subject:

In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

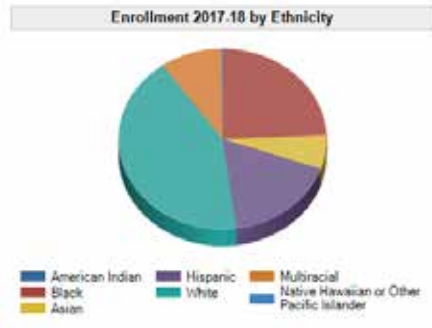
Year:  Grade:

### Enrollment By Grade

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Pre-Kindergarten	855	945	905	871	895
Kindergarten	2,701	2,451	2,360	2,358	2,259
Grade 1	2,518	2,617	2,345	2,277	2,341
Grade 2	2,406	2,465	2,471	2,328	2,251
Grade 3	2,413	2,401	2,357	2,599	2,337
Grade 4	2,209	2,261	2,181	2,139	2,397
Grade 5	2,264	2,152	2,228	2,147	2,265
Grade 6	2,287	2,143	2,025	2,190	2,149
Grade 7	2,318	2,239	2,072	2,013	2,204
Grade 8	2,211	2,301	2,195	2,065	1,997
Grade 9	2,199	2,231	2,196	2,134	2,083
Grade 10	2,106	2,161	2,100	2,223	2,143
Grade 11	2,139	2,033	2,099	2,036	2,139
Grade 12	2,157	2,029	1,949	1,997	2,009
Total Enrollment	30,783	30,429	29,483	29,377	29,469

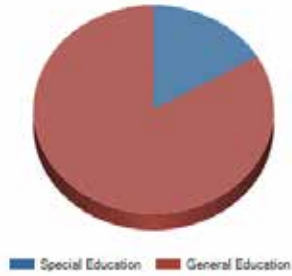


30,800 stud



## Appendix G (continued)

Enrollment 2017-18 by Special Education



Enrollment 2017-18 by English Language Learners



2017-18 Special Education and English Learner Enrollment will be available after finalizing applicable counts.

### M S D Southwest Allen County Schools (0125)

4824 Homestead Rd  
Fort Wayne, IN 46814-5455  
Phone: (260) 431-2010 Fax: (260) 431-2063  
[Corporation Homepage](#)

Superintendent: Dr Philip Downs  
[pdowns@sacs.k12.in.us](mailto:pdowns@sacs.k12.in.us)  
Number of schools in corporation: 9

Allen County

Schools in M S D Southwest Allen County Schls



Overview Enrollment & Attendance Student Performance Accountability School Personnel

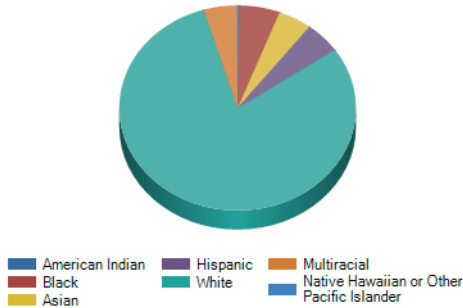
Overview Download State Reports

Overview

Enrollment 2017-18

[7,371 students](#)

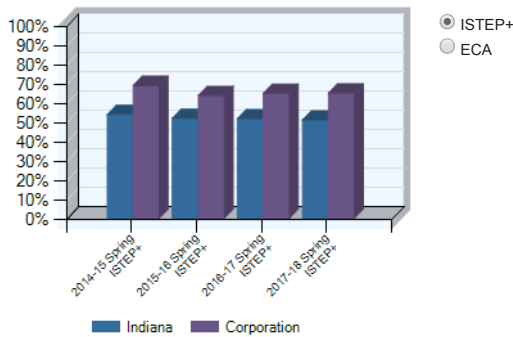
Enrollment 2017-18 by Ethnicity



Enrollment 2017-18 by Free/Reduced Price Meals



ISTEP+ Percent Passing Trend



Subject: Both English/Language Arts and Math

Four Year Cohort Graduation Rate Trend



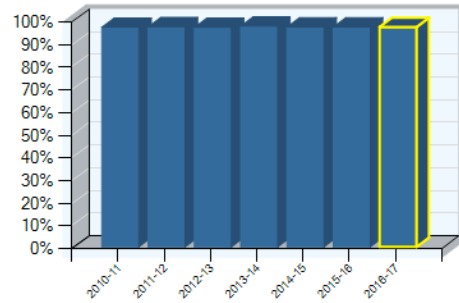
In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

## Appendix G (continued)

**Attendance By Grade**

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten	96.9%	97.1%	96.7%	97.4%	96.8%	96.9%	97.0%
Grade 1	97.0%	97.1%	97.1%	97.8%	97.2%	96.8%	97.1%
Grade 2	97.2%	97.6%	97.0%	98.0%	97.4%	97.2%	97.1%
Grade 3	97.5%	97.5%	97.3%	97.8%	97.6%	97.3%	97.3%
Grade 4	97.3%	97.4%	97.4%	97.9%	97.5%	97.2%	97.2%
Grade 5	97.4%	97.4%	97.4%	97.8%	97.4%	97.1%	97.3%
Grade 6	96.9%	97.3%	97.1%	97.6%	97.1%	97.3%	97.1%
Grade 7	96.8%	97.0%	96.9%	97.6%	96.9%	97.2%	96.6%
Grade 8	96.6%	96.8%	96.6%	96.8%	97.1%	96.9%	96.5%
Grade 9	97.0%	97.4%	97.1%	97.4%	97.0%	97.4%	97.4%
Grade 10	96.5%	96.9%	96.8%	97.1%	96.6%	97.2%	97.0%
Grade 11	96.3%	96.4%	96.2%	96.9%	96.6%	96.3%	96.9%
Grade 12	97.1%	96.9%	96.6%	97.3%	96.9%	97.3%	97.4%
All Grades	97.0%	97.1%	96.9%	97.5%	97.1%	97.1%	97.1%

**Attendance Rate Trend**



### Northwest Allen County Schools (0225)

13119 Coldwater Rd  
 Fort Wayne, IN 46845-9632  
 Phone: (260) 637-3155 Fax: (260) 637-8355  
[Corporation Homepage](#)

Superintendent: Dr Christopher Himself  
[chris.himself@nacs.k12.in.us](mailto:chris.himself@nacs.k12.in.us)  
 Number of schools in corporation: 10

Allen County

Schools in Northwest Allen County Schools

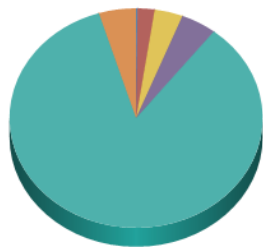


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**Enrollment 2017-18**

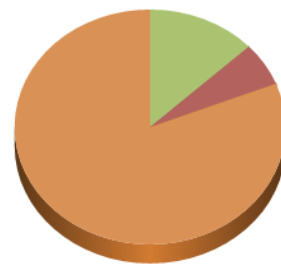
**7,572 students**

**Enrollment 2017-18 by Ethnicity**



American Indian Asian White Multiracial  
 Black Hispanic

**Enrollment 2017-18 by Free/Reduced Price Meals**

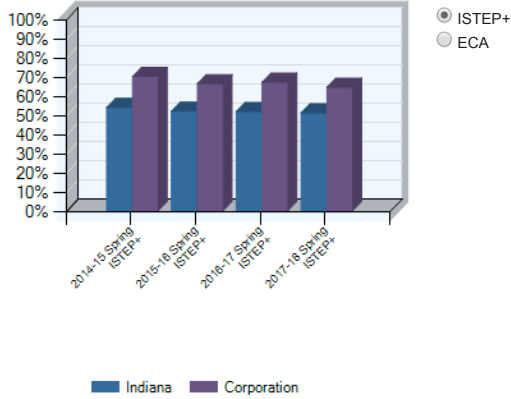


Free meals Reduced price meals Paid meals



# Appendix G (continued)

**ISTEP+ Percent Passing Trend**



**Four Year Cohort Graduation Rate Trend**



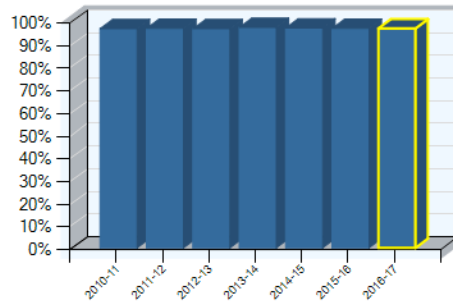
Subject:

In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

**Attendance By Grade**

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-Kindergarten							97.1%
Kindergarten	98.1%	97.4%	96.7%	97.1%	96.7%	96.6%	96.5%
Grade 1	96.9%	97.4%	97.0%	97.5%	97.3%	97.0%	96.9%
Grade 2	97.1%	97.4%	97.0%	97.6%	97.4%	97.4%	97.1%
Grade 3	97.3%	97.5%	97.3%	97.7%	97.5%	97.4%	97.3%
Grade 4	97.3%	97.5%	97.2%	97.7%	97.5%	97.3%	97.3%
Grade 5	97.0%	97.4%	97.2%	97.6%	97.4%	97.6%	97.3%
Grade 6	96.8%	96.8%	97.0%	97.5%	97.1%	97.2%	97.4%
Grade 7	96.3%	96.6%	96.4%	97.1%	97.1%	97.0%	97.0%
Grade 8	96.2%	96.2%	96.3%	97.1%	96.8%	97.0%	96.6%
Grade 9	96.6%	96.9%	96.7%	97.6%	97.3%	96.8%	97.2%
Grade 10	96.8%	96.5%	96.4%	97.3%	97.1%	96.5%	96.6%
Grade 11	96.4%	96.4%	96.1%	97.0%	96.6%	96.0%	96.3%
Grade 12	95.5%	95.8%	95.8%	96.6%	96.3%	95.2%	95.2%
All Grades	96.8%	96.9%	96.7%	97.3%	97.1%	96.9%	96.8%

**Attendance Rate Trend**



# Appendix G (continued)

## East Allen County Schools (0255)

1240 SR 930 E  
 New Haven, IN 46774-1732  
 Phone: (260) 446-0100 Fax: (260) 446-0107  
[Corporation Homepage](#)

Superintendent: Mrs Marilyn Hissong  
[mhissong@eacs.k12.in.us](mailto:mhissong@eacs.k12.in.us)  
 Number of schools in corporation: 16

Allen County

Schools in East Allen County Schools ▼

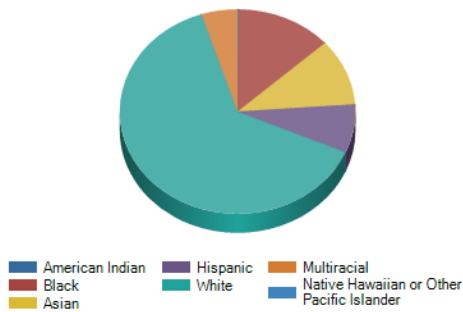


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  - Accountability
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**Enrollment 2017-18**

**9,795 students**

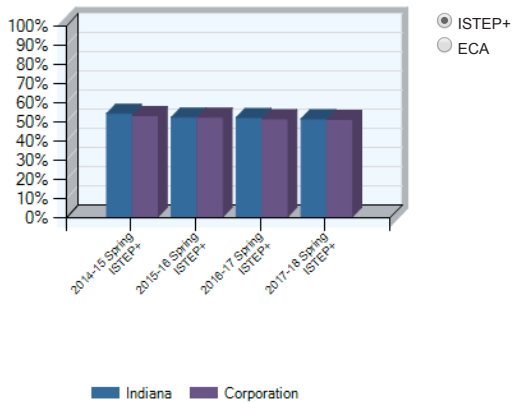
**Enrollment 2017-18 by Ethnicity**



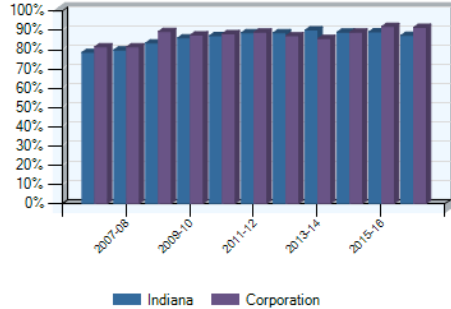
**Enrollment 2017-18 by Free/Reduced Price Meals**



**ISTEP+ Percent Passing Trend**



**Four Year Cohort Graduation Rate Trend**



Subject: Both English/Language Arts and Math ▼

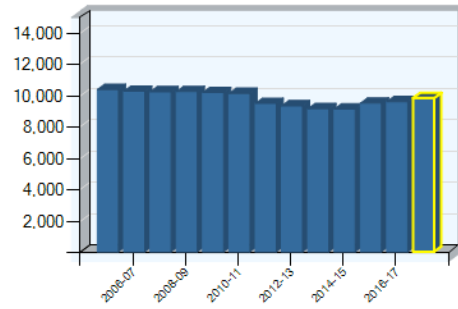
In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

# Appendix G (continued)

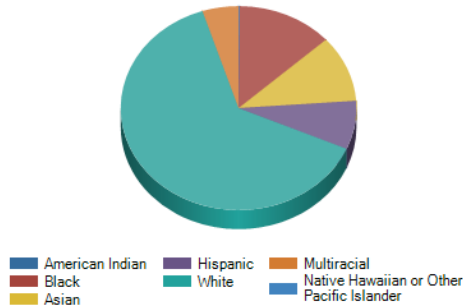
**Enrollment By Grade**

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Pre-Kindergarten	125	128	139	148	108
Kindergarten	603	580	658	642	623
Grade 1	599	595	607	670	653
Grade 2	611	597	633	624	703
Grade 3	647	640	657	672	664
Grade 4	547	617	659	643	670
Grade 5	649	584	661	678	704
Grade 6	702	687	643	692	717
Grade 7	706	723	752	702	752
Grade 8	731	731	743	751	732
Grade 9	804	823	860	867	884
Grade 10	856	800	844	868	900
Grade 11	764	817	778	839	860
Grade 12	769	770	793	732	783
Grade 12+/Adult	1	2	49	41	42
<b>Total Enrollment</b>	<b>9,114</b>	<b>9,094</b>	<b>9,476</b>	<b>9,569</b>	<b>9,795</b>

**Enrollment Trend**



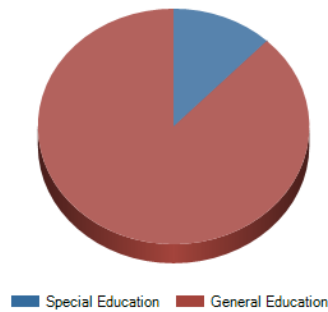
**Enrollment 2017-18 by Ethnicity**



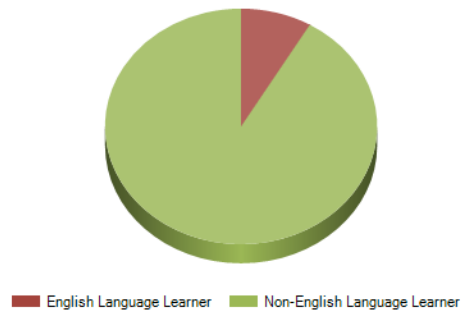
**Enrollment 2017-18 by Free/Reduced Price Meals**



**Enrollment 2017-18 by Special Education**



**Enrollment 2017-18 by English Language Learners**



2017-18 Special Education and English Learner Enrollment will be available after finalizing applicable counts.

## Appendix H

### Online and Hybrid Course Offerings

	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
<b>Hybrid</b>	<b>74</b>	<b>83</b>	<b>75</b>	<b>94</b>	<b>82</b>	<b>125</b>
Active	73	76	70	85	76	122
Cancelled	1	7	5	9	6	3
<b>Online</b>	<b>325</b>	<b>349</b>	<b>347</b>	<b>362</b>	<b>328</b>	<b>365</b>
Active	298	314	313	309	312	351
Cancelled	27	35	34	53	16	14
<b>Grand Total</b>	<b>399</b>	<b>432</b>	<b>422</b>	<b>456</b>	<b>410</b>	<b>490</b>

### For Census Unique Enrollments:

	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Hybrid	1,179	1,265	1,238	1,310	1,302	1,533
Online	3,622	3,544	3,723	3,381	3,489	3,583

### For end of term unique Enrollments:

	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Hybrid	1,132	1,242	1,185	1,268	1,242	1,529
Online	3,423	3,317	3,565	3,146	3,324	3,496

## Appendix I

### Greater Fort Wayne Inc. (GFWI) Notes

#### Summary:

#### (a) The mission and goals of Greater Fort Wayne Inc.

- In the business of talents acquisition to Fort Wayne and northeast Indiana.
- Promote and help facilitate regional economic development.
- Our approach is to earn the right for people to live here; develop an individual's passion toward the notion of they are "making the difference."

## Appendix I (continued)

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### **(b) How GFWI and community see Purdue Fort Wayne at present**

- Purdue Fort Wayne, in GFWI's view, is an island located at a corner of Fort Wayne.
- We do not know much about Purdue Fort Wayne and have worked extensively with you in recent years.
- GFWI does not feel a connection with the university. They would like to be more involved since we have so many students who choose to stay after graduation and become part of the Fort Wayne landscape.
- They do not feel we are community-oriented and do not really understand what we do (beyond conferring degrees).

### **(c) What are the issues that GFWI would like to engage in with Purdue Fort Wayne**

- They would like to see more interaction with students from the beginning of their educational journey, e.g., building relationships with industry, helping to cement the opportunity for future employment. – Great opportunity for Career Services
- They believe strongly in Purdue Fort Wayne and will do whatever they can to build us up when they are meeting with companies and investors.
- Want to work with the university to build meaningful outreach, partnership, and collaboration among different community sectors; industry, business, non-profit organizations, public offices, schools and universities, churches, entrepreneurship development, rotary club, trade association, HR association, economic development sector; GFWI believes that they can serve as a matchmaker to help Purdue Fort Wayne build the relationship.
- Would be glad to include the university to the economic development projects and community events: rooftop park, downtown walking tour, North Anthony Corridor development, STEM/ Sport Park, Electric Works development, Regional City Initiative, Sweetwater Expansion, the Landing, Steam Park, Vision 20/20, and other community events; these are living laboratory of community engagement/experiential experience for students, faculty, staff, and administrators.
- Purdue Fort Wayne needs to be part of Electric Works, which has received 91% of Fort Wayne residents' support. Also, Ivy Tech is the first academia to sign an intent to become a tenant at the future Electric Works campus. Where is Purdue Fort Wayne?
- Can connect to Purdue Fort Wayne alumni such as Nancy Jordan (Lincoln Financial) and Keith Busse (Steel Dynamics) with people of Purdue Fort Wayne.
- GFWI has exclusive social media to inform community on “things to do in the community” and big job announcements such as 1,000 new jobs at Sweetwater; they welcome the university to sign on these.
- We need to educate our workforce; i.e. 40,000 college students (some in Purdue Fort Wayne) in northeast Indiana. Having said that, GFWI would like to assist the university's effort in recruitment, retention, and placement of students through its publications, presentations/ storytelling, engagement tours, and opportunities announcements.

## Appendix I (continued)

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- We need Purdue Fort Wayne's presence in our Arena, Parkview Field.
- GFWI has an open invitation to its annual meeting to all community sectors including Purdue Fort Wayne (usually takes place at Sweetwater).
- Purdue Fort Wayne should participate in the development of North Anthony Corridor, a residential-business community concept, in parallel to the development of student housing. This is a new initiative developed by the City of Fort Wayne, and GFWI is a proponent/liaison.
- GFWI would be interested to serving in Purdue Fort Wayne's community advisory council or similar.

### **(d) Others issues that we learned**

- Need a Division I football team at Purdue Fort Wayne.
- Fort Wayne needs to develop a minor league professional soccer team.

### **Notes from Northeast Indiana Innovation Center (NIIC):**

- Purdue Fort Wayne and NIIC or other community sectors need to participate in initiatives of common interests to each other. Serving on the advisory board to each other is not a sufficient partnership.
- Similar comments received.

## Appendix J

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### **Purdue Fort Wayne First Destination Survey 2018 Summary**

Total complete responses for Purdue Fort Wayne Degrees/Certificates: 1,202/1,573 = 76.4%

Total complete responses for Purdue Fort Wayne Graduates: 1,108/1,455 = 76.2%

Responses to First Destination Survey 1,154/1,455 = 77.4%

Continuing Ed: 113/1,154 = 9.8%

Full-time: 719/1,154 = 62.3%

Part-time: 163/1,154 = 14.1%

Military: 6/1,154 = 0.5%

Not Seeking: 20/1,154 = 1.7%

Seeking: 104/1,154 = 9.0%

Self-Employed: 23/1,154 = 2.0%

Volunteer: 6/1,154 = 0.5%

Employed Related to Major: 758/878 = 86.3%

Employed Related to Career Goals: 795/878 = 90.5%

## Appendix J (continued)

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(Highly) Satisfied with FDA: 933/1,013 = 92.1%

Employed in Indiana: 785/858 = 91.5% (91.49%)

Employed in Northeast Indiana: 734/858 = 85.5%

Wage > \$14/hr: 247/481 = 51.4%

Wage > \$19/hr: 87/481 = 18.1%

Salary > \$30,000: 334/378 = 88.4%

Salary > \$40,000: 244/378 = 64.6%

Salary > \$50,000: 178/378 = 47.1%

Salary > \$60,000: 94/378 = 24.9%

### Industry:

Accounting: 20/852 = 2.3%

Agriculture and Natural Resources: 7/852 = 0.8 %

Architecture/Design/Urban Planning: 14/852 = 1.6%

Arts, Media, and Entertainment: 23/852 = 2.7%

Automotive: 28/852 = 3.3%

Community Organizations and Nonprofit: 36/852 = 4.2%

Computer Science/Technology: 28/852 = 3.3%

Consulting: 5/852 = 0.6%

Education: 137/852 = 16.1%

Energy/Utilities: 10/852 = 1.2%

Engineering: 85/852 = 10.0%

Environment: 10/852 = 1.1%

Finance and Insurance: 34/852 = 4.0%

Financial Services: 30/852 = 3.5%

Government and Military Services: 16/852 = 1.9%

Healthcare: 81/852 = 9.5%

Hospitality, Tourism, and Recreation: 46/852 = 5.4%

IT and Telecommunications: 27/852 = 3.2%

Law/Legal Services: 4/852 = 0.5%

Manufacturing: 72/852 = 8.5%

Marketing/Sales: 35/852 = 4.1%

Medical/Pharmaceutical/Biotechnology: 14/852 = 1.6%

Public Affairs: 8/852 = 0.9%

Real Estate: 6/852 = 0.7%

Research (Scientific/Health/Education, etc.): 5/852 = 0.6%

## Appendix J (continued)

Retail: 65/852 = 7.6%

Transportation and Logistics: 6/852 = 0.7%

On-campus Research: 163/1,123 = 14.5%

Experiential Learning: 674/1,123 = 60.0%

Worked while attending: 1,030/1,121 = 91.9%

Full-time: 433/1,030 = 42.0%

Part-time: 597/1,030 = 58.0%

### Motivation for finishing degree

Employment Opportunities: 509/1,121 = 45.4%

Impact on Society: 92/1,121 = 8.2%

Income Potential: 136/1,121 = 12.1%

Job Satisfaction: 82/1,121 = 7.3%

Other: 10/1,121 = 0.9%

Personal Enrichment: 248/1,121 = 22.1 %

Professional Prestige: 44/1,121 = 3.9%

Changed Major at least once: 461/1,119 = 41.2%

Changed Major twice or more: 158/1,119 = 14.1%

Changed Major thrice or more: 61/1,119 = 5.5%

Satisfaction w/ time at IPFW: 1035/1,120 = 92.4%

Choose IPFW again: 960/1,120 = 85.7%

Career Services: 668/1,120 = 59.6%

Employed/Continuing Education after using Career Services: 588/668 = 88.0%

+Military and Volunteer: 593/668 = 88.8%

++Not Seeking: 602/668 = 90.1%

## Appendix K

### Job Projection and Programs

The following is the summary of the Job Projection and Program data. The comprehensive spreadsheet can be viewed at [pfw.edu/projection-program](http://pfw.edu/projection-program).

Occupation	Base Year Emp.	Projected Year Emp.	Percent Change	Annual Openings	Annual Transfers	Annual Exits	Annual Growth
<b>All Occupations</b>	363974	386749	6.3	43793	24017	17498	2278
<b>Bachelor +</b>	45730	50839	10.5	3868	1993	1361	514