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An Introduction - Context of the Study

Indiana University - Purdue University Fort Wayne

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Introduction: The Context of the Self-Study



I. Summary of Accreditation History

Indiana University–Purdue University Fort Wayne (IPFW) has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) since 1969, one year after the first offering of degrees by the campus. The initial accreditation was approved separately for the Indiana University and Purdue University campus organizations. The institution had held accreditation in earlier years through the general accreditations of Indiana University and Purdue University. A subsequent review in 1972 reaffirmed the IU and Purdue Fort Wayne accreditations and served as a catalyst for the further consolidation of campus programs and services into a single institution by action of the IU and Purdue Boards of Trustees in 1975. IPFW completed self-study reviews and received reaccreditation from HLC as a single institution in 1980, 1990, and 2000. The next comprehensive visit is scheduled for Nov. 13–15, 2010.

II. Purposes of the Report and Intended Audiences

The report is intended to provide a summary description and evaluation of the programs, services, and activities of the institution at the time of the self-study. The information in the report makes frequent reference to supplementary materials that have been assembled in the institutional Resource Room for examination by the visiting team. Certainly, the self-study report cannot address all of the wide variety of activities that have been completed, are underway, or are planned. Instead, it focuses on consideration of the institutional activities that demonstrate satisfaction of the various standards and criteria for HLC reaccreditation. Thus, the essential purpose of the report is to present IPFW's formal request for renewal of accreditation. In particular, the report demonstrates that IPFW has the ability to assess its effectiveness and plan for further improvements. The HLC expects the self-study process to identify areas of concern, and to develop plans for addressing them, as one of the ways that the institution demonstrates it can continue to be effective.

III. The Self-Study Process and the Report

The self-study for renewal of HLC accreditation began in 2008 with the identification of a self-study coordinator and preliminary planning for the self-study process. Then, the plan for the self-study was discussed with IPFW's institutional liaison at the HLC, and the plan was subsequently approved. Steering committee members were selected, appointed by the chancellor, and began regular meetings early in fall semester 2008. Criterion subcommittee members were identified shortly thereafter, and the subcommittees began their work in October 2008. Steering committee and subcommittee memberships are available in the Resource Room. A draft of the self-study was completed by the subcommittees in August 2009, was refined by the steering committee, and was widely circulated to all campus constituencies for review and revision in early 2010. The final document was completed during summer 2010.

This self-study report is the result of the completion of the self-study process. It includes information about the context of the self-study and demonstrates that IPFW fulfills the Criteria for Accreditation. Several key themes have emerged as the self-study has been developed. These include:

- The impact of a successful strategic planning process
- The impact of the Baccalaureate Framework, IPFW's recently developed set of learning outcomes
- IPFW's commitment to community engagement
- IPFW's commitment to student learning
- IPFW's commitment to assessment

A summary of the findings and the analysis of compliance with the criteria, along with conclusions reached during the self-study, are presented in Chapters One–Five. Information about compliance with federal regulations is presented in Chapter Six.

IV. Major Institutional Changes in the Last 10 Years

IPFW continues to evolve as an institution. After many years of offering courses at separate locations in Fort Wayne, Indiana University and Purdue University opened the combined campus of IPFW in 1964. As part of the Management Agreement, Indiana University and Purdue University were assigned specific academic, research, and public service missions in the operation of IPFW as mutually agreed upon and approved by the respective Boards of Trustees (the Management Agreement is available in the Resource Room). The 1970s were a time of rapid growth, accompanied by the formal merger of the campus administration in 1975. In the 1980s, an academic structure was created to emphasize relationships among departments rather than relationships of departments to Indiana or Purdue mission assignments.

A campus facilities master plan was completed in 1995 and updated in 2008. This update reflected the additional land area provided to IPFW by the State of Indiana. Several new buildings have been completed since the last North Central Association reaccreditation visit. The early 1990s saw the completion of the Visual Arts Building; the Ernest Williams Theatre; the Engineering, Technology, and Computer Science Building; and the Child Care Center. The Child Care Center has since closed, and an agreement to provide child care was reached with an external agency. The Science Building opened in 1998. In a most significant addition, Student Housing on the Waterfield Campus opened in fall 2004. Two more residential buildings were added in fall 2007, and in Phase 3, four more buildings will be added, which are expected to open in fall 2010. IPFW's newest buildings are the John and Ruth Rhinehart Music Center, which opened in fall 2007, and the Medical Education building which opened in spring 2009. A Student Services Complex is under construction and will expand and connect the Gates Sports Center, Walb Student Union, and Helmke Library. Plans for the construction of a new Alumni Center were also recently announced.

With all of the physical growth, it is important to note that the fall 2009 enrollment of 13,675 was the highest in the history of the campus. Currently, IPFW offers more than 200 Indiana University and Purdue University degrees and certificates.

Most significantly, IPFW has committed to a viable strategic planning process. The IPFW Strategic Plan, entitled *Strategies for Excellence*, was developed during the 2000–01 academic year. Originally conceived as a five-year plan, the plan was extended for a sixth year by the Purdue University Board of Trustees in order to accommodate a presidential transition. The plan was created with the guidance of a representative task force. The task force included faculty; administrators; and representatives from Administrative Staff Council, the Clerical and Service Staff Council, student government, and the Community Advisory Council. The plan was updated during the 2004–05 academic year to reflect emerging needs and priorities. This Strategic Plan had five goals:

Goal 1: Provide innovative, relevant, and rigorous academic programs.

Goal 2: Create an exceptional campus environment for a diverse community of learners.

Goal 3: Promote the scholarly and creative achievements of faculty, students, and staff.

Goal 4: Advance economic development and the quality of life in Fort Wayne and northeast Indiana.

Goal 5: Support the ongoing improvement of university operations.

This Strategic Plan guided actions in all areas of the university from 2000 to 2006. Some of the key outcomes of the plan are described below:

- The Discover IPFW capital campaign raised \$43 million, more than twice the \$20 million goal.
- Total student enrollment increased by 11 percent, while full-time enrollments increased by 34 percent. Minority student enrollments increased by 14 percent, and enrollments in distance education courses increased by 609 percent.
- 56 new faculty positions were created.
- The number of financial aid recipients grew by 58 percent, reflecting a \$3.9 million increase in university and private support for student scholarships.

- IPFW created a significant number of new academic programs including six new baccalaureate and six new master's programs. Each of these programs was developed in response to regional demand.
- The Fort Wayne Senate approved the Pedagogical Framework for the IPFW Baccalaureate Degree, more commonly known as the Baccalaureate Framework. The framework identifies six foundations of baccalaureate education that are expected to be incorporated in each bachelor's degree program.
- The Office of Graduate Studies was established to coordinate and promote graduate education at IPFW.
- The IPFW Student Housing complex opened in fall 2004 after years of planning and development. The demand has continued to grow, with two additional buildings completed to welcome students for fall 2007. A third phase is currently under construction, which will bring the total capacity to 1,204 students.
- Following the implementation of a learning communities program for first-year students, the Center for Academic Support and Advancement (CASA) sponsored a Foundations of Excellence study designed to review programs and services for first-year students at IPFW. The outcomes from that review included a partnership commitment between Academic Affairs and Student Affairs, the reorganization of academic support and advising, the formation of a First-Year Council, the adoption of a statement of institutional philosophy regarding the first-year experience, the revision of orientation to include institutional learning outcomes, the expansion of opportunities for first-year students to participate in learning communities, and the implementation of the MapWorks assessment program for first-year students. Other enhancements are currently under consideration.
- In 2001, the university began the transition process to offer an NCAA Division I athletics program. Originally competing as an independent, in 2006 IPFW was invited to become a member of the Mid-Continent Conference (since renamed the Summit League). The athletic program has enjoyed considerable academic and competitive success, with 14 of 16 teams achieving at least a 3.0 GPA for team averages for six consecutive years and both the men's and women's volleyball teams attaining national recognition.
- The Office of Research and External Support (ORES) was established to promote applications and provide support for faculty and staff seeking external funding of research projects and student service initiatives. These new services were a key factor in the growth of grant and contract funding from \$1.9 million in 2000–01 to \$5.2 million in 2006–07, an increase of 174 percent. In subsequent years, the total has hovered near the \$5 million mark.
- The Centers of Excellence program was established, and several new research centers were developed, bringing the campus total to 16. Many of the centers are linked to business, industry, and nonprofit organizations in northeast Indiana.
- The Crossroads program was established in 2005 as a partnership with Ivy Tech Community College-Northeast. This program is designed to help students avoid roadblocks when transferring from one institution to the other, and provides advising and scholarship opportunities. A comprehensive memorandum of understanding commits both institutions to cooperate across a range of academic services, student services, and administrative functions.
- IPFW's 40th anniversary celebrations took place throughout the 2004–05 year, beginning with the dedication of a bronze mastodon in the center of campus. A public art project, entitled Mastodons on Parade, placed more than 100 decorated mastodons throughout the community. The university donated all auction proceeds from the project to the United Way, raising more than \$200,000.
- The Northeast Indiana Area Health Education Center opened in 2005 on Fort Wayne's south side. The center serves 19 counties in northeast and east central Indiana to promote access to healthcare and to encourage students to pursue health careers.
- The grand opening of the IPFW Warsaw Center, located 40 miles from Fort Wayne in Warsaw, Ind., was held on Dec. 5, 2003. The new facilities support significant growth in enrollments and new opportunities for offering classes via two-way video connections.

- Groundbreaking for the Northeast Indiana Innovation Center (NIIC) took place in 2003. The center was designated as Indiana's fourth Certified Technology Park. The center nurtures technology businesses by developing the venture during start-up, early development, and the growth stages. The state has approved an appropriation to expand facilities at the site.
- The Small Business Development Center (SBDC) moved to the campus in 2003–04. The center is now managed through the Division of Continuing Studies and offers classes and consulting support to area small businesses.
- IPFW has become recognized as one of the universities most frequently chosen by “top 10” graduates of area high schools. IPFW has been selected as one of the top three choices during each of the past six years.
- The university and its partners have completed the construction of several major projects, including the Rhinehart Music Center, the IU School of Medicine-Fort Wayne Center, the Holiday Inn at IPFW and the Coliseum, Student Housing Phases I & II, the Hefner Soccer Support Facility, the Fort Wayne Public Television Center, the Venderly Family Bridge crossing the St. Joe River, and the Willis Family Bridge providing access to the Student Housing complex. Major renovation projects have included several buildings at the former site of the Fort Wayne State Developmental Center and the Hobson Center, which houses the Community Research Institute and the Small Business Development Center. Projects currently in process include the Student Services Complex and Phase III of Student Housing. Fundraising for a community enabling park on the west campus is ongoing.

Following the successful conclusion of the first strategic plan, the campus developed a new strategic plan to span the years 2008–14 (available in the Resource Room). The new strategic planning process identified a set of themes essential to the accomplishment of the university's mission. The following initiatives are framed as dimensions of the goals and strategic directions identified in the next section of the Strategic Plan:

1. *Increase enrollment, improve the academic qualifications of entering students, and increase graduation rates.*
2. *Foster a diverse, inclusive, multicultural, and international campus community.*
3. *Expand community partnerships to promote regional and institutional development.*
4. *Increase gift, grant, and contract funding of scholarships, research, and special university initiatives.*
5. *Expand and enhance sustainable physical facilities and grounds, including the ongoing development of Student Housing.*
6. *Continuously improve academic and administrative processes.*

The plan then identifies three major goals:

Goal 1: Foster Learning and Create Knowledge

Fostering learning and creating knowledge lie at the heart of the university's mission. Achieving the goal requires attracting and retaining a highly qualified faculty, providing support, regularly assessing and improving program quality, employing pedagogies that improve student learning, expanding academic support programs, and enhancing research and creative activity for faculty, staff, and students.

Goal 2: Develop Quality of Place and Experience

Quality of place is a view of the university campus as a community of learners connected by a commitment to academic achievement and shared values. It is enhanced through a philosophy of inclusion that recognizes the strengths inherent in the diversity of faculty, staff, and students. It is experienced through participation in programs and events important to members of the campus community.

Goal 3: Contribute to the Development of the Northeast Indiana Region

IPFW sponsors educational, cultural, and recreational opportunities for community audiences of all ages and engages in projects with regional businesses that improve their sustainability and competitiveness. Targeted

projects are built upon active communication with the community, an entrepreneurial spirit, and cooperative investments. IPFW seeks to provide intellectual leadership by stimulating debate, modeling diversity, and providing expertise to community partners.

Finally, IPFW has responded to a variety of external issues, including several initiatives driven by the Indiana Commission for Higher Education (ICHE) and the state legislature. As mandated by state law in 2005, IPFW developed 12 articulation agreements with Ivy Tech Community College and Vincennes University in key academic areas. Several other articulation agreements with Ivy Tech have been established as well. IPFW also cooperated in the development of the Core Transfer Library (CTL), establishing a set of 80 courses that transfer directly among the state-supported institutions. ICHE has also requested that most associate degree programs be moved from the four-year state-supported institutions to Ivy Tech. IPFW has responded by eliminating or phasing out 13 associate degree programs, including those in nursing, human services, and health information technology. ICHE has also pushed for placing limits on the number of developmental courses that can be offered at the four-year state-supported institutions, again intending to place primary responsibility for this function on Ivy Tech. IPFW has responded by eliminating its developmental reading course (ENG R150) and restructuring its Freshman Writing sequence to eliminate the developmental ENG W130.

V. Responses to the Last Comprehensive Visit

The comprehensive review of IPFW in 2000 identified the following areas of strength:

1. The university's new computerized registration system has greatly strengthened the university's enrollment management systems as well as the ability of faculty and staff to access important student information.
2. There is a clear commitment to supporting student success. The student services area is welcoming. Commitment to student success is also evident in academic affairs where the faculty and staff offer developmental classes and disciplinary support services.
3. All faculty, staff, and students praised the technology resources and support, including those provided by the library and the Learning Resource Center. The Information Technology staff is inclusive in planning, and the university is well equipped and has a three-year replacement plan for all computers.
4. The campus is attractive and well maintained, with several new state-of-the-art facilities. Regular maintenance is done on schedule and deferred maintenance needs are negligible.
5. The faculty are committed to excellence in teaching and have a strong record of scholarship.
6. There is a university-wide commitment to the initiative for better connections with community. This is exemplified in many departments; for example, the School of Visual and Performing Arts has a strong commitment to community involvement and programming.

While the review was overwhelmingly positive, it also identified several institutional challenges. IPFW's responses to these challenges are briefly described below, with additional information included in the relevant sections of this self-study report.

1. The university needs a comprehensive approach to strategic planning. Although many units have developed clear plans, these are not part of an overall process that provides for broad input from all constituencies. The current plan is a narrative vision of some campus issues, not an operative document.

As noted above, IPFW has developed strong strategic planning processes beginning in 2001 with the first *Strategies for Excellence* plan and continuing with its successor *Strategies for Excellence 2008–14*. The IPFW strategic planning process has been an impressive success, due largely to broad participation and systematic accountability.

2. The general education program is not clearly defined and not communicated as an integral part of the university mission. Efforts need to be made to formulate a more clearly defined statement of philosophy and objectives of general education, which needs to be articulated to all constituents. Objectives should be clearly measurable.

3. Assessment of student academic achievement in the general education component needs to be strengthened to include multiple measures of expected learning outcomes. The assessment should be used to improve the program including the periodic review of approved general education courses.

The institution's initial response to both of the above challenges was fully documented in the Report of Progress in General Education Assessment (available in the Resource Room) submitted to the HLC on June 25, 2004. The major activities described in that report are summarized here:

A. Strengthening the Campus Assessment Infrastructure

1. The Senate document about assessment was revised to reflect experiences with implementation of assessment, procedures of the Assessment Council, and an update of the plan for general education assessment. The document now provides a comprehensive description of current policies, procedures, and services as a baseline for the continued improvement of assessment at IPFW.
2. The Assessment Council membership was redefined and is now made up of faculty with significant responsibility for assessment in their academic units. Members review plans and act as assessment advisors, providing feedback and support to departments and programs. Importantly, the council is no longer chaired by an administrative appointee as it now elects its own chair from among the faculty representatives.
3. A director of assessment position was created in spring 2003 with responsibilities for coordinating, integrating, and promoting general education and program assessment activities.
4. Other institutional assessment processes and supports were established, including a year-long "Conversation on Quality" (COQ) initiative focused on assessment, the development of assessment mini-grant programs for faculty and departments, annual campus-wide assessment workshops, and support for faculty and staff assessment-related presentations and research.

B. Creating an Effective General Education Assessment Program/Process

1. General education assessment principles were developed.
2. General Education Area Assessment Subcommittees were appointed for each of the six general education areas. The subcommittees were charged to review learning objectives in the current general education program and design specific measures and rubrics for assessing program learning objectives.
3. An initiative was undertaken to promote general education awareness. This initiative included the publication of *FAQs Regarding Your Undergraduate Education at IPFW*, which is distributed to all incoming students, faculty, and advisors. In addition, the assessment and general education Web sites were launched in 2003 and are regularly updated. All relevant documents and policies on general education and assessment are on the sites, including the new *IPFW Assessment Handbook*.

Work has continued in these areas since the submission of the report, with several major accomplishments. Most importantly, the campus developed the Baccalaureate Framework to define the undergraduate academic experience at IPFW. The framework describes the skills and abilities that all bachelor's degree students at IPFW should attain. The framework, which was approved by the IPFW Senate in 2006, and its assessment are described fully in Chapter Four. The university is in the process of integrating each of the foundations into all program goals and other activities. Each program will evaluate its success achieving this integration as a key part of the program review process.

In 2008–09, the General Education Subcommittee initiated an assessment in Area VI capstone courses. To assess the Area VI courses, the subcommittee collected artifacts from the final course projects for analysis. The artifacts were analyzed against a rubric tied to the general education outcomes. Based on this review, the subcommittee recommended the following:

1. Every general education course must go through a reapplication process. Starting with Area VI, using a seven-year rotating schedule, each course will be required to be reapproved.
2. It is necessary to better communicate the program philosophy to the instructors and students.

3. Each individual area must undergo an assessment.
4. The General Education Program needs a program review to fully evaluate its effectiveness.
5. There will be the need to assess individual courses and course sections as part of the ongoing reapplication and assessment process.

The subcommittee, working with the assessment director, has laid out specific plans to address these issues. These processes commenced during 2009–10.

As yet another way for IPFW to achieve accountability, the university signed on as an early adopter of the Voluntary System of Accountability (VSA). The VSA serves as a uniform way for universities to demonstrate institutional accountability utilizing a series of five web reporting templates and test results. As required by VSA, IPFW is administering the Collegiate Assessment of Academic Proficiency (CAAP) assessment program to representative groups of freshmen and seniors during 2009–10. Results from CAAP will serve as one important data set to assess, evaluate, and enhance the IPFW General Education Program and the Baccalaureate Framework.

Finally, the 2000 North Central Reaccreditation team provided advice and suggestions in nine areas. Brief summaries of campus efforts in these areas are shown below, with additional information included in the relevant sections of this self-study report.

1. *In conversations with students, it appears that while they find faculty advisors to be supportive and helpful, they are not always as knowledgeable and accessible as the advisors in Academic Counseling and Career Services (ACCS). The institution might consider expanding the role of ACCS to back up major advisors and to serve as resources to major advisors.*

In 2008, Academic Counseling and Career Services (ACCS) was divided into two offices, Career Services and the Mastodon Advising Center (MAC), to better focus its energy in these two key areas. To assure quality advising, several initiatives have been undertaken in recent years. These include the development of an online advisor manual (available in the Resource Room and at www.ipfw.edu/academics/advising/manual.shtml), inclusion of MAC in the new faculty orientation, a monthly series of advising lunch talks, and the inclusion of advising under the "Teaching" rather than "Service" section in the campus Promotion & Tenure documents. MAC also now includes faculty advisors in its own orientation for new professional advisors, and representatives regularly visit department meetings to keep communication channels open. In addition, members of the Academic Advising Council (AAC) are invited to staff development programs, and the AAC holds an annual retreat/training for advisors just before the academic year begins. Challenges remain, particularly in some of the highly technical areas (engineering, music, etc.), but work continues to address these concerns.

2. *Although good progress has been made in the assessment of student outcomes, there will have to be continued attention in order to maintain the momentum and to improve institutional buy-in.*

IPFW has dedicated itself to develop a culture of assessment through its adoption of the Baccalaureate Framework, the creation of the Office of Assessment, and the realignment of its procedures and resources to support assessment activities. For a complete response, please see the response to Challenges 2 and 3 above.

3. *While the university is to be commended on the institution of the Center for Enhancement of Learning and Teaching (CELT) and Distance Education Coordinating Committee (DECCO) and their grant opportunities for faculty to infuse technology into their classes, these programs should be continued and expanded. The realization that information technology is no longer an optional add on but a vital part of all academic disciplines should infuse academic planning.*

CELT and Information Technology Services (ITS) have continued to expand their programming and activities to support faculty use of technology in the learning process. All faculty are provided with Blackboard Vista

accounts, and approximately 60 percent of the faculty make regular use of the technology. Classrooms have been upgraded, and 80 percent of general-purpose classrooms are equipped with computers and other appropriate audio/visual equipment. CELT sponsors 25–30 well-attended teaching technology workshops each year, and ITS provides innumerable software workshops as well as individual consulting services. For several years, the Office of Academic Affairs offered Leading Educational Application and Design (LEAD) project grants to faculty members who created proposals for innovative applications of technology to enhance student learning. In 2007, the VCAA appointed a task force to examine the future of distance learning at IPFW, which was charged with developing a strategic plan for the role of distance/online education at IPFW and with developing a set of best practices for course design, faculty development, compensation, and budgeting practices. The task force made several recommendations (available in the Resource Room) and suggested two strategic directions for distance learning:

1. Develop a broad range of online offerings in general education and upper-division courses
2. Consider certificates that meet community/employer need

The task force recommendations are currently under review by the VCAA.

4. *The ability to work in a multicultural environment is expected of college graduates. Each student's general education experience should include a diversity component.*

Diversity components have been part of degree requirements in several academic units (including Arts and Sciences) for some time. In January 2007, the IPFW Senate passed legislation revising the *Principles of General Education* document to state in part that "...General Education requires that students consider the nature and diversity of individuals, cultures, and societies around the world." It further states that students should "...understand the traditions that have formed one's own and other cultures." The General Education Subcommittee will assess this diversity component as part of its ongoing review of the General Education Program.

In addition, the Campus Diversity Council has been restructured to involve more faculty. The council has created a program committee, which focuses some of its efforts on awarding summer grants to faculty for diversity course transformation. The committee gives priority to grant applications that affect large numbers of students, which should have a positive impact on the general education curriculum.

5. *The university should have more effective approaches to communication between and among all constituencies.*

IPFW has undertaken a number of initiatives to improve communication among and between all constituencies. The campus has strengthened its Community Advisory Council, and all colleges and schools now have their own community advisory groups. On campus, the chancellor meets regularly with the University Council to improve communication among all campus units. The chancellor also sponsors Chancellor Chats, providing opportunities for all members of the campus communities to voice their comments and concerns.

The major communication initiative in recent years has been the ongoing improvement of the IPFW Web site. The site has been targeted at primary constituencies, including prospective students, parents, community members, current students, faculty, and staff. The site provides all relevant information, as well as virtual tours and social networking opportunities. The new myIPFW portal provides another communication channel for students, faculty, and staff.

IPFW also takes advantage of two separate television outlets. The regional PBS affiliate, WFWA, is located on campus and produces *Discover IPFW*, a monthly program hosted by the chancellor and focused on activities on the campus. In 2009, the dean of the College of Visual and Performing Arts initiated a weekly program entitled *Arts Weekly* that is also broadcast on WFWA. In addition, IPFW operates College Access Television (CATV), a cable access channel on the major local cable systems, that provides higher education programming and educational opportunities for area residents. CATV produces a broad array of IPFW athletic and arts programming including coach interview programs and music department concerts.

The number of hard copy mailings and e-newsletters has also grown, targeting specific constituencies including alumni, regional employers, P–12 schools, community agencies, arts and athletic event audiences, and friends of IPFW.

6. *Consideration should be given to coordinating/centralizing external relations functions: Alumni Relations, Development, Public Relations, and Publications.*

Public Relations and Publications have merged as University Relations and Communications under a single director. Alumni Relations and Development remain separate, with clearly distinct missions. Each of these units reports directly to the chancellor, and all are represented on University Council. University Relations and Communications works closely with both other offices, with the director of URC serving as mentor for the new Alumni director and helping to coordinate Development and Alumni events.

7. *To strengthen the Community Connections Program the university should consider:*

- a. *Initiating a capital campaign aimed at alumni and local constituents;*
- b. *Placing greater emphasis on community service in promotion and tenure and in the reward system of Indiana University–Purdue University Fort Wayne, particularly the merit system;*
- c. *Building stronger connections between the program and internships/cooperative learning programs; and*
- d. *Conducting an external needs assessment of those community organizations with whom the university has the most contact.*

A. The Discover IPFW Capital Campaign raised \$43 million, clearly demonstrating the broad support IPFW enjoys in the region.

B. The Office of Academic Affairs, working with the Senate Faculty Affairs Committee, developed three statements focused on documenting and evaluating faculty work (available in the Resource Room):

- *Examples for Documenting and Evaluating Teaching*
- *Examples for Documenting and Evaluating Faculty Research, Scholarship, and Creative Endeavor*
- *Examples for Documenting and Evaluating Faculty Service*

The purpose of these documents is to provide sample rubrics for documenting and evaluating faculty work in each of the three major areas, and offer a framework for departments, divisions, schools, and colleges to adapt the examples for their specific circumstances. Specifically, the documents include language to guide the inclusion of community-based research and service.

IPFW also initiated a special merit pay (bonus) program in 2004. Criteria for the award include advancing one or more of the IPFW Strategic Plan goals. Several awards have been granted in recognition of national, regional, or campus service activities. This program was suspended in 2008 due to budget limitations.

As an acknowledgment of the campus' regional mission, IPFW is currently preparing an application to be recognized by the Carnegie Foundation as an "Engaged University." The campus plans to submit its application to the foundation in fall 2010.

C. IPFW continues to expand its experiential learning program, placing a growing number of students in credit and noncredit internships, cooperative education positions, and service learning opportunities with area businesses and agencies. In 2006, the role of the Cooperative Education office was expanded to include academic internships and service learning. This office, renamed the Office of Academic Internships, Cooperative Education, and Service Learning (OACS), has diversified the co-op employer base, coordinated a very successful Lilly Foundation grant (placing 75 students in paid internships with high-tech start-up businesses), and received several grants from

Indiana Campus Compact (ICC) to expand and coordinate service-learning opportunities. An example is the ICC funded “Listening to Communities” program in partnership with the University of Saint Francis and the IPFW Division of Continuing Studies, which provides an opportunity to develop a network with regional nonprofit agencies, determining their needs, and linking those needs with student interns. Many other service-learning activities take place in academic units across campus.

The Office of Career Services coordinates noncredit internships, and has developed processes to track and assess those internships. The office has hired an internship coordinator who visits internship sites, prepares student/ employer contracts, and evaluates the success of the experiences. The office maintains an internship and job database (IPFW JobZone), and provides a connection to the Indiana Chamber of Commerce Indiana InternNet program. Area employers are regular participants in Career Services programs, including job and internship fairs, networking events, educational panels, and mock interviews. The office also coordinates the Job Location and Development (JLD) Program, which is partially funded by the U.S. Department of Education, to assist students in locating employment or paid internship positions during the academic year and summer.

D. The university continues to regularly assess needs across its service region. The university strategic planning process included key members of the public, including alumni, industry leaders, and agency representatives who provide educational placements for clinical practice, internships, service learning, and cooperative education. The campus and unit advisory boards provide a structure that supports effective communication and scans the dynamic needs of the community. In fall 2001 and spring 2002, the Office of Academic Affairs and the Division of Continuing Studies jointly conducted focus groups to identify area employers’ educational needs primarily for professional development and post-baccalaureate study. Twenty-nine regional organizations from the financial, manufacturing, health, and human services sectors participated and shared recommendations. Summaries emphasized interest in quality processes, leadership and management skills, communication, effective technology utilization for professional development, and graduate certificate development including alternative schedule and delivery methods. These groups provided feedback which helped to guide credit and noncredit program development. The Division of Continuing Studies also conducted multiple surveys to assess the educational needs of the Warsaw area, where it operates a learning site. Most recently, as part of the reaccreditation process, IPFW conducted the IPFW University Accreditation Survey of community leaders (see Chapter Five for full analysis). 88.5 percent of survey respondents said, “IPFW has made a conscientious effort to understand and assess the needs of its constituents and its communities.”

8. To complement plans for student housing, the university should continue to expand the number of scholarships aimed at attracting and retaining the region’s “best and brightest” students.

IPFW has seen a nearly \$3.9 million increase in university and private support for student scholarships over the past several years. This has resulted in a significant increase in the number of “best and brightest” students attending IPFW from regional high schools. IPFW has made several freshman scholarships available. The Chancellor’s Distinguished Scholarship will pay full tuition and the Chancellor’s Scholarship will pay partial tuition for academically qualified students. Both scholarships are renewable for four years. The IPFW Admissions office also provides 75 Chancellor Merit Awards that are available to students who are not legal residents of the State of Indiana.

In spring 2009, IPFW initiated its new Chapman Scholars Program, which provides high-achieving students the opportunity to study at IPFW and engage in an array of diverse community activities that enrich their university experience. On the campus and in the community, Chapman Scholars actively participate in challenging course work, experiential learning, leadership development, and civic engagement. Chapman Scholars receive tuition, fees, room and board, and textbooks for four years. Four Chapman Scholars are selected each year based on academic record and performance in the Chapman Scholars Competition.

9. The Division I athletic fundraising obligation is significant. The university may find it difficult to maintain current Annual Fund levels, particularly for academic scholarships, when fundraising is required to support athletic scholarships.

While the total athletic aid has increased significantly since IPFW began its participation in NCAA Division I, its percentage of the total IPFW scholarships has remained essentially unchanged (see Table I-1). Fundraising for general and athletic scholarships remains a high priority, as described in the Strategic Plan: “Expand financial aid programs that support the university’s goals for affordable access for all qualified students and increased regional educational attainment.”

Table I-1: Athletics Aid as a Part of IPFW Scholarships

Athletics Aid as a part of IPFW Scholarships	2002–03*	2007–08	% Change
University Scholarships	\$682,397	\$912,075	33.66%
Athletics Grants	\$812,963	\$1,591,702	95.79%
Institutional Fee Remissions	\$735,662	\$2,745,003	273.13%
Private Awards	\$1,579,438	\$1,901,543	20.39%
Total IPFW Scholarships	\$3,810,460	\$7,150,323	87.65%
Total Athletic Aid (EADA)	\$851,972	\$1,631,319	91.48%
Athletic Award %	22.36%	22.81%	2.01%

*First full year of NCAA Division I participation

VI. Conclusion and Request for Continued Accreditation

Accreditation ensures that academic institutions and programs meet established standards of educational quality. IPFW has been accredited continually since 1969. As part of the accreditation process, each 10 years IPFW has the opportunity to assess its programs and operations prior to review by the Higher Learning Commission of the North Central Association of Colleges and Schools.

This self-study report has been compiled in preparation for the commission’s consultant-evaluator team visit to IPFW, Nov. 15–17, 2010. The report represents more than two years of study, analysis, and reporting by more than 40 accreditation committee members, with the involvement and contributions of countless administrators, faculty, students, and staff throughout the university.

As evidenced by this report, IPFW continues to grow and evolve as an institution. Enrollments continue to increase and campus facilities continue to expand. As a distinctive and future-oriented organization, the campus has a clear sense of its mission and an excellent planning process to help move it forward. As a learning-focused and connected regional university, the campus understands its role as a provider of higher education to the area and works hard to develop and maintain strong links to regional industries, governments, agencies, and community development programs. IPFW has responded well to internal and external challenges, and has seriously considered and responded to the report of the 2000 North Central Association visiting team. Through an overview of the university and examples of its activities over the self-study period, this report indicates IPFW’s successful fulfillment of the criteria for accreditation.

With the submission of this institutional self-study report, Indiana University–Purdue University Fort Wayne formally requests continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

