

Assurance Argument

Demo - Purdue University Northwest

Review date: Not Set

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

In order to fully understand the mission of Purdue University Northwest (PNW), it is necessary to also understand the evolving nature of regional universities in Indiana as well as the continuing evolution of PNW -- a very young university that has two long institutional histories.

At a high level, the mission and role of PNW (and other regional universities in Indiana) are [directed](#) by the Indiana Commission for Higher Education (ICHE) as part of the overall structure of public higher education in the state.

Prior to about 1990, the state of Indiana lacked a community college system, and regional campuses that were part of the Purdue University or Indiana University systems effectively played the role of community colleges, offering two-year associates degrees serving as the state's access institutions. In 1987 ICHE approved the first associate degree level, transfer-oriented programs at the Indiana Vocational Technical College (I.V. Tech), which was founded in 1963 and is now Ivy Tech Community College of Indiana (ITCC). In an effort to improve coordination among state colleges and the developing community college system, ICHE and the presidents of the two state flagship universities joined in the [Agreement for the Continued Development of the Campuses of Indiana University and Purdue University, and IUPUI in 2001](#). The goal of this agreement was to have "a strong regional campus system and a strong community college system that complement one another." This agreement, in essence, began the process of transferring remedial education, technical instruction, and associate degree programs from the regional campuses to the nascent community college system, a role filled by Ivy Tech and, to a lesser extent, Vincennes University.

By 2008 the vast majority of associate's degrees for the state of Indiana had been shifted to the community college system and in early 2010 the Commission issued an [updated Policy on Regional Campus Roles and Missions](#). This *Policy* stipulated that the missions of Indiana's regional campuses should include several defining characteristics:

- Primarily serve commuter students; any residential housing cannot exceed 10% of enrollment
- Offer primarily baccalaureate degree programs; offer associate degrees only on an exceptional basis; eliminate offering remedial education
- May offer selected masters programs to meet state and regional need; regional campuses do not offer doctorate programs
- Each campus serves a primary geographic area
- Each campus is governed by one of the two flagship institutions [IU or Purdue] and the Boards of Trustees located at the main campuses determine the utilization of resources at the regional campuses
- Faculty scholarly activity be restricted, as related to teaching responsibilities, focused on local and regional needs

Over time, circumstances, needs, and the status of higher education in general changed, and in 2019 the Commission once again issued another [update](#) to the *Policy*. The revised guidance removed the restrictions on faculty scholarly activity; added the ability to offer practice doctorate programs to meet workforce demand; and placed increased emphasis on student success. It noted that the majority of students attending a regional campus are either first generation, low income, or students balancing work, family, and education, and urged flexible schedules, and delivery models. ICHE also encouraged programming designed to help students graduate "on time," so as to meet the needs of the local workforce and regional economies.

It is within this evolving context that Purdue Northwest has also evolved -- from two former autonomous regional campuses, each with its own specific mission developed over a span of 75 years, to a young institution of only five years with a mission that represents a clear statement about who we are and what we are becoming, and secures our future as a leading metropolitan university in the changing landscapes of higher education and the regional economy. As will be described repeatedly throughout this Assurance Argument, the PNW story is one of planning, action, evolution, assessment of progress, reevaluation, and planning anew as the university has navigated unification and the subsequent opportunities and challenges that have resulted in Purdue Northwest today.

As the two former universities, Purdue Calumet and Purdue North Central, [commenced preparations](#) for the new, unified institution, strategic planning was the primary activity. Groups of stakeholders from both campuses meet on a regular basis for nearly a year, making plans based on the shared experiences from each campus and on the anticipated new Purdue Northwest, within the confines of the Role and Mission as outlined by the Indiana Commission for Higher Education, discussed above.

The resulting [plan](#), finalized in 2016 and planned to span the five years to 2021 was named "We are Purdue *Northwest*" to highlight the new institution and featured this mission:

Purdue University Northwest, in the land grant tradition of learning, discovery and engagement, provides high quality, affordable undergraduate and graduate education to students of northwest Indiana and beyond. We create a welcoming environment that promotes critical inquiry through experiential learning, faculty scholarship, civic engagement and community partnerships

To fulfill this mission the plan included six goals:

- Student Access and Success
- Academic Excellence
- Learning Through Engagement and Discovery
- Inclusivity and Diversity
- Community and Business Engagement
- Premier Infrastructure

In subsequent years, as unanticipated circumstances, opportunities, and challenges arose, it became apparent that some goals and strategies needed to be revised. Viewing the strategic plan as a living document, PNW decided to conduct an internal [mid-cycle review](#) and make changes as warranted. The review took place during 24 open sessions held over four months and included nearly 50 PNW faculty, staff, and administrators providing input and serving on various review panels. Many units on campus such as [Athletics](#), [Sponsored Programs](#), [Marketing](#), and the [Disability Access Center](#) provided input from their respective strategic plans to inform this mid-cycle [review and update](#).

The university had planned to commence another formal strategic planning process in 2020, and senior leadership decided to precede that with a strategic resource allocation (SRA) review process so as to better inform a new strategic plan. This dual [review/planning initiative](#) was dubbed *Imagine PNW* and the university engaged consultant Larry Goldstein, president of [Campus Strategies, LLC](#), to guide both the SRA review (which will be more fully addressed in Criterion 4.A) and the subsequent strategic planning efforts. Work on the SRA process commenced in spring, 2018 and continued throughout the year, followed by the [strategic planning initiative](#) in 2019.

The strategic planning process was led by a [task force](#) which included representation from all sectors of the campus. The task force began with open forums in which [guiding principles](#) were identified, followed by targeted [engagement sessions](#). Senior leadership [invited](#) and encouraged participation in these sessions, which included eventual participation from over 1,500 faculty, staff members, students, alumni and members of the northwest Indiana community. The data gathered from these sessions were analyzed, and the task force identified strategic themes and developed vision, mission, and values statements. These were shared with the campus community along with a survey soliciting feedback in [March](#) of 2020, just

as the COVID-19 pandemic was drastically altering all university activity. Since the strategic plan review was somewhat sidelined while the university community focused on pivoting to remote operations and online instruction, a second call for review and feedback went out a month [later](#). After reviewing feedback remotely and making final edits online, the task force presented a completed draft to the Senior Leadership Team in July. The PNW leadership then provided additional opportunities for virtual review in various forums, such as the [Faculty Senate](#), and the final draft of the 2020-2025 PNW strategic plan, [Power Onward](#), was approved in October, delayed some months by the pandemic.

The current mission as revised from 2016 reflects the evolution and current status of PNW as a regional, metropolitan university, within the context of the structure of higher education in Indiana as outlined above:

Purdue University Northwest transforms students' lives and our metropolitan region through a diverse campus committed to innovative education, applied research, and community engagement

and the current strategic plan focuses on four key themes that incorporate that mission. They are:

[Enriched Student Experience](#) -- PNW has developed curricular offerings and support services expressly designed to be responsive to student interests and needs, providing them with an excellent college experience that prepares graduates to succeed in meeting life and career goals. In concert with ICHE's objective to graduate students with degrees that benefit themselves and also support the local workforce and regional economy, Purdue Northwest's academic programs are designed to be responsive to student interest and employer need, incorporating [experiential learning](#) opportunities and cutting-edge, [interdisciplinary](#) programs. PNW and its academic programs have been recognized nationally; the [online Nursing program](#) was in the top 50 best programs in the 2021 US News rankings, and is [recognized](#) as one of 16 "Centers of Excellence" by the National League for Nursing. In 2020 Engineering [ranked 60th](#) in the nation, while the undergraduate Business program was rated among the top programs accredited by the AACSB. In addition, for the first time Purdue Northwest was included in the rankings of top regional university performers on the social mobility indicator, which is a measure of the success of students who are federal Pell Grant recipients.

[Strategic Enrollment Growth and Student Success](#) -- The long-term strength of PNW correlates to the success of students and graduates. As has been the case for many institutions of higher education in the Midwest, and even more so during the past year of COVID-19 shutdowns, PNW has experienced enrollment declines in recent years. Purdue Northwest will intentionally build on the academic culture and support structures to focus on degree attainment and post-graduate success.

[Promote National and Regional Growth Through Discovery and Innovation](#) -- PNW is uniquely equipped to strengthen and enrich the surrounding communities in ways that are mutually beneficial for internal and external stakeholders. The university has been an active partner in regional initiatives such as the [Leadership Institute](#), the [Society of Innovators](#), and the [NWI Small Business Development Center](#) for many years. Faculty and researchers have recently been awarded several grants from the [National Security Agency](#), the [U.S. Department of Energy](#), and have developed an educational program designed to encourage high school students to consider careers in the growing field of cybersecurity. Purdue Northwest is poised to build on these successes, expanding its scope as a driver of intellectual, cultural, social, and economic impact in northwest Indiana.

[Identity](#) -- In an increasingly competitive higher education landscape, PNW will continue to build its vibrant and cohesive identity as the public metropolitan university of choice for the diverse range of stakeholders. PNW is a young institution of five years; its two campuses share [75 years](#) of history that had great impact in northern Indiana and are still recognized by the surrounding communities. Purdue Northwest strives to differentiate itself from the legacy institutions, building an identity that reflects its current focus on academic excellence, student success, research excellence, and inclusivity and diversity.

Mission-Driven Academic Programs

With the adoption of the 2020-2025 university strategic plan, faculty and staff in the various colleges (such as the [College of Technology](#) and the [College of Humanities, Education, and Social Sciences](#)) commenced planning efforts to create new initiatives, objectives, and strategies for their academic units. Each area utilized different processes, committees, and timelines for the creation of the respective strategic plans, but all engaged the majority of faculty and staff in each unit. The strategic plans at the college level support the structure and goals of the university plan, and form an interrelated, intentional platform on which PNW's academic programs are built.

Student Support Services

Purdue Northwest offers a wide range of student support services to promote students' academic success and personal

growth; these begin prior to admission and continue beyond graduation. The university has support programs intentionally designed to address the needs of a student population that is 60% first generation and includes significant numbers of minority students. These will be discussed more fully in Criteria 3 and 4, but are exemplified by the [TRIO Support Services](#), the McNair Summer Research Internship [Program](#), and PNW's [Veteran Services](#).

Enrollment

From fall 2016 to fall 2020, total enrollment at Purdue Northwest has decreased from 15,286 to 9,363. Undergraduate enrollment decreased by 22.5%, from 8,218 to 6,363 and graduate enrollment dropped by 8%, from 901 to 824. The largest impact has been a 71% decline in concurrent enrollment high school students, falling from 4,519 to 1,293.

Since fall 2016, PNW has seen a nearly 7% increase overall in underrepresented minority student enrollment, most notably a 5.5% increase in Hispanic/Latino students. Full-time enrollments have increased over 5%. However, international student enrollments have fallen by half, from 7.1% to 3.6%.

PNW has embraced its new mission, and it and the strategic plan have been discussed in a number of forums since its adoption, including the [faculty senate](#), college and department meetings, and at senior leadership. The mission (along with the vision, values, and [strategic plan](#)) appears in several [spots](#) on the [website](#). The mission constitutes the top banner in the student/staff portal, [MyPNW](#), it holds a prominent spot in the academic [catalog](#), and it displays on the [main page](#) in the Purdue Northwest LMS, Brightspace, which students see when they login.

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

Commitment to the Public Good

Purdue Northwest's service area is unique and diverse, and its history and culture are rich and complex. A global leader in heavy manufacturing, the northwest Indiana region has for much of the past century served as a major contributor to industries critical to state, national, and international infrastructure, defense, and transportation and logistics. In recent decades, however, the economic fortunes of the region - historically tied to the domestic steel industry - have been adversely impacted by a number of factors. This has led to a cycle of population loss and declining economic and social mobility for many regional communities. It has also presented a significant opportunity for PNW to leverage its resources in service to the public good, particularly in ways that strengthen education, healthcare, economic and workforce development, and artistic and cultural expression.

Purdue Northwest has been firmly rooted in northern and northwest Indiana for many years; the two legacy campuses served their respective regions by providing educational programming that served local student interest and employer needs, by engaging with the local communities, and by actively pursuing engagement opportunities with local business and industry. As a unified institution, PNW has continued in these pathways, able to expand its reach as the university's footprint now includes two campuses that span the geographic area of three counties. The commitment to the public good is evidenced by the [third theme](#) of the current strategic plan which is focused on promoting national and regional growth; specifically the [goal](#) of "expanding PNW's Scope as a Driver for Intellectual, Cultural, Social, and Economic Impact in northwest Indiana."

Community engagement is an integral part of Purdue Northwest's identity and examples of the commitment the university makes to its external constituencies are plentiful. PNW maintains a vibrant relationship with numerous public and private sector stakeholders in its service area, and takes an active leadership role in regional development efforts for northwest Indiana, [interacting with business leaders](#) on a regular basis. As a public university that serves a diverse metropolitan region, the university strives to align its mission and resources with the needs of the surrounding region, understanding that mutual investment between the institution and the community yields long-term benefits to both.

Through direct or in-kind sponsorship, PNW supports the missions of numerous non-profit organizations, many of which are administratively and/or physically housed at PNW, including the [Northwest Indiana Small Business Development Center](#), [NWI Society of Innovators](#), the [Leadership Institute at PNW](#), and the [Northwest Indiana Food Council](#). Additionally, PNW maintains board representation on several major regional economic development and related organizations such as the [NWI Forum](#), [One Region](#), the [Urban League of NWI](#), and [Alliance for Regional Development](#), among others. PNW also provides direct service to the community through numerous programs, including a [community counseling center](#), a [business and technology incubator](#), and many service and experiential learning partnerships with outside organizations in areas critical to regional development.

PNW also champions the arts, supporting an array of [cultural and artistic programs](#) throughout the surrounding community. The Chancellor is an active member of the board for the [La Porte Symphony Orchestra](#), and the university's Westville campus is well-known for its [public art](#) installations. PNW also boasts the beautiful 300-acre [Gabis Arboretum](#), which hosts a variety of public programs and events, ranging from environmental education to outdoor concerts. Perhaps the most notable cultural program the university offers is the annual [Sinai Forum](#), a speaker series (which marked its 67th year in 2020) that brings several luminary speakers to campus each fall. The Sinai Forum was founded by Sylvia Bankoff and her husband, Dr. Milton Bankoff, Rabbi Karl Richter, and a small group of inspired citizens from Michigan City, Indiana, in 1953. The mission of the Forum is to provide affordable, exceptional programming on important issues of the day in a town-hall setting, and has brought world-renowned scholars, political leaders, dignitaries, artists and media

personalities to northwest Indiana since 1953. [Past speakers](#) have included Walter Cronkite, Gloria Steinem, Ralph Nader, Jackie Robinson, Garrison Keillor, and Robert F. Kennedy, Jr.; in recent seasons the Forum has hosted former White House chief of staff, Gen. John F. Kelly (U.S. Marine Corps, ret.), Captain "Sully" Sullenberger, James Comey, and Joe Scarborough. One of this fall's speakers is Steve Wozniak, one of the founders of Apple Computer, Inc.

With regard to industry engagement, PNW has continually expanded its portfolio of external partnerships since its founding. The university's [Center for Innovation through Visualization and Simulation](#) (CIVS) has developed strong working relationships and consortia with dozens of major employers, particularly in the steel manufacturing and energy industries, and the research conducted through CIVS has resulted in [millions of dollars of economic benefits](#) to the northwest Indiana region. Since a large percentage of PNW students and graduates choose to intern and work locally, the university also maintains active, ongoing engagement through college and program-level industry [advisory boards](#), comprised of employers who help inform the faculty and staff on their workforce needs and recruiting opportunities.

Over the past few years, the university has played an increasingly significant leadership role in discussions about the future of the northwest Indiana region, and has been tasked with implementing several core strategic objectives of the five-year "[Ignite the Region](#)" regional economic development plan, commissioned and led by the NWI Forum. PNW's emergence as a center for regional leadership and innovation has contributed substantially to the northwest Indiana economy during an important transitional period, and has influenced major developments in public infrastructure (such as the expansion of transit-oriented development along the South Shore commuter rail service and the downtown Hammond redevelopment plan), entrepreneurship and commercialization (29 new patents issued through the [Commercialization and Manufacturing Excellence Center](#) over the past three years), and workforce development (including a new \$6 million [NSA-funded grant program](#) focused on training professionals in cybersecurity).

Additionally, PNW senior leadership is well-represented on the executive board of the "ReadyNWI" initiative, a multi-stakeholder workforce development effort led by the Center of Workforce Innovations in partnership with K-12, higher education, and private industry. In the past year alone, this effort has created stronger and deeper partnerships across the region to provide high-quality education and training opportunities for residents and [teachers](#); one recent example is the university's hosting and sponsorship of the "[Innovate WithIN](#)" high school pitch competition, which is part of a larger collaborative effort to engage high school students in innovation and entrepreneurship. All of its outward efforts, PNW strives to generate a self-reinforcing cycle of community impact and investment that creates opportunity for our students, faculty, and staff, and adds value to the diverse range of external constituents we serve.

Focus on Education

As documented in Criterion 5.B., PNW's budget and expenditures align with the primary educational mission of the university; Purdue University Northwest's budget process includes participation from a broad range of stakeholders and is designed to ensure university resources are aligned with the core mission and strategic plan. The university's commitment to achieving its educational purpose is at the core of a transparent and inclusive budget planning process which includes the input and involvement of the [University Budget Advisory Committee](#) (UBAC), the [Faculty Senate Budget Committee](#), input from the [Administrative Leadership Team](#) (ALT), and discussions and reviews with each individual academic department chair in every college. The outcome of this rigorous and inclusive budget process is an allocation of funds that best meets the needs of our institution within the context of a challenging resource environment, with 55% of the general fund allocations devoted to academic affairs, directly related to the costs of instruction.

Purdue Northwest has continued to make investments in its core educational mission by providing [cutting-edge facilities](#) for teaching and learning, and using its expertise to benefit not only [local industry](#), but also the [world at large](#).

As the colleges also create and review strategic plans, each solicits input from various constituent groups (although not necessarily in the same manner). The College of Humanities, Education, and Social Sciences for example, collects input from a [student advisory board](#) and the College of Business confers with an [external advisory board](#), as well as the faculty throughout the planning process. In the case of the College of Technology, the initial *ad hoc* subcommittee included external advisory board members. The College of Engineering and Sciences and the College of Nursing plans were developed internally and then presented to the external advisory boards after faculty approval.

In general, the student advisory boards in the colleges are comprised of enrolled undergraduate students from the various programs within the college. External advisory boards are appointed by the dean and almost universally composed of business leaders from the community, influential alumni, and/or outside content experts. Neither the student advisory nor the external advisory boards in the academic colleges has any formal governance role. Rather, they serve to provide perspective and insight into issues the college may face, and frequently provide annual feedback on outcomes of colleges

activities.

Relationships with external constituencies extends to Athletics, where the governance structure consists of the [Intercollegiate Athletics Advisory Committee](#) (IAAC), the Equity, Diversity, and Inclusion Committee (EDI), and the [Student Athlete Advisory Committee](#) (SAAC). These groups play an integral role in the development and review of the Athletics Strategic Plan, Title IX Plan, and the Diversity Plan. On an annual basis, the SLT, IAAC and EDI review academic progress, compliance, gender equity, and financial reports. The IAAC and EDI meet four times during the academic year; SAAC meets once a month.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

Purdue Northwest has long been committed to student success, preparing them for life and work in the 21st century. This is reflected in the university's [vision](#): *PNW will continue to focus on preparing students to be effective, ethical, and innovative leaders in their careers and communities through enhanced academic programming and integrative, experiential learning*, and is reinforced through strategic plan [goals](#) such as "Expand opportunities for experiential learning within all majors, increasing the quality and scale of internships, service learning, and student research activities" and [strategies](#) such as "Provide additional support and infrastructure for university-sanctioned student clubs/organizations that have multicultural identities. Provide appropriate funding levels to create collaborative spaces for student engagement and connections."

This is echoed throughout the university, starting with [Chancellor Keon](#), whose stated mission is to "equip students with the training for successful careers as well as deep appreciation for the responsibilities of citizenship," as well as in the academic colleges and programs. The 2020-2025 College of Humanities and Education and Social Sciences (CHESS) [Strategic Plan](#) includes: *The mission of the College of Humanities, Education, and Social Sciences (CHESS) is to prepare students for successful careers, ethical leadership, and engaged citizenship to address the challenges that confront Northwest Indiana and our society at large. Through a high-quality, innovative, and experiential curriculum, we challenge, inspire, and motivate students to be critical and creative thinkers, to develop strong analytical skills, to foster an openness to diverse ideas, and to be informed, responsible, and global citizens in a complex, diverse, and interconnected society.*

This mission is reflected academic programs such as the [B.A in Philosophy](#), and a common program educational objective of societal awareness, "Graduates will recognize societal, ethical, and global impacts of their work and contribute to their communities" for all Engineering [baccalaureate](#) degrees. The experiential learning graduation requirement, which is discussed in further detail in Criterion 3.B, provides students with a [wide array](#) of choices in every degree program in which they can engage in real-world activities, ranging from [internships](#) in the College of Business to [education abroad](#) opportunities (temporarily suspended due to COVID) and [undergraduate research](#). [Student clubs](#) offer opportunities for leadership development and social awareness activities.

Equity and Access

The Purdue University system is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach their own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. Purdue is committed to creating and sustaining a welcoming campus for all. Purdue brings together organizational structures, resources, cultural centers and diversity

The Vice President for Ethics and Compliance, who reports to the President, ensures equal access and opportunity across the Purdue system. The Office for the Vice President for Ethics and Compliance implements an effective ethics and compliance program that serves as a model to other institutions of higher education. To those ends, the Office of Institutional Equity (which reports to the vice president) maintains and upholds the University's [Equal Opportunity](#), [Web Accessibility](#), and nondiscrimination policies, among others. The [Nondiscrimination Policy Statement](#) promotes the belief that diversity among its many members strengthens the institution, stimulates creativity, encourages the exchange of ideas, and enriches campus life. Additional information about policies related to equity is included in Criterion 2.A.

Organizational Structures

[Veterans Services](#) provides an array of resources and support for veteran students and those still serving in the military, as well as their dependents. In addition to providing physical spaces at both PNW campuses, serves as an on-ramp to navigating and accessing military-related education benefits.

Additionally, the [Disability Access Center](#) provides services, resources, and programs for students with disabilities to ensure universal access to classes, programs, and activities. The [Focus Awards](#) are presented annually by the Office of Institutional Equity to those affiliated with Purdue who have made an outstanding contribution to the university's commitment to disability accessibility and disability diversity. Members of both Purdue Northwest faculty and staff have been recognized as past Focus Awards recipients.

The PNW [Office of Equity, Diversity, and Inclusion](#) promotes and enhances a culture of [inclusivity](#), ethical behavior, equitable treatment, equal access and equal opportunity for all community members. It offers [training](#) services for faculty and staff, monitors and enforces Purdue [policies](#), and coordinates accessibility accommodations.

Diversity and Inclusivity

Purdue Northwest has embraced the concepts of diversity and inclusion as foundational cultural values for many years. This is evidenced in the current [strategic plan](#) which includes a stated goal of creating a university-wide culture of diversion, equity, and inclusion, and even this simple [flyer](#) created for international students. These efforts are championed throughout the institution, embraced by faculty, staff, and students. Recent current events sparked a very popular interdisciplinary [lecture series](#) jointly developed by faculty and the Office of the Chancellor in spring, 2021, with online presentations in [January](#) and [February](#).

The university's commitment to a culturally diverse and inclusive campus resulted in the creation of the Creating a Culture of Inclusion Team (CCIT) which is comprised of faculty, staff and students who are charged with recognizing and addressing opportunities and issues related to diversity, inclusion and equity. This body promotes diversity initiatives by providing [funding](#) for events such as the annual Dr. Martin Luther King celebration, the Multicultural Wellness Network, and Women's History Month activities. Some events, such as the [Global Groove](#) during [International Education Week](#), are collaborations with student organizations and academic units.

Mission: The mission of the Creating a Culture of Inclusion Team (CCIT) at Purdue University Northwest (PNW) is to promote an open, respectful, and welcoming climate that facilitates learning, discovery, service, engagement and professional development.

Vision: The CCIT strives for a student body and a workforce that are equitable, diverse and inclusive.

Through the programs and services offered by the CCIT, students, employees and the community learn cultural awareness, appreciate diverse perspectives, and promote equity.

- **Diversity** – Diversity is the infinite range of human differences. As such, we at PNW, view diversity holistically, understanding that the definition is constantly evolving and that our plurality is our strength.
- **Inclusion** - Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized and celebrated. As an inclusive university, PNW promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.
- **Equity** – A central tenet of equity is the guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. At PNW, the principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups while on campus and in the broader community.

The CCIT strives for a PNW community that values diversity, equity, and inclusion. Through the programs and services offered by the CCIT, students, employees and the community learn cultural awareness, appreciate diverse perspectives, and promote equity. Diversity is the infinite range of human differences. As such, we at PNW, view diversity holistically, understanding that the definition is constantly evolving and that our plurality is our strength.

Inclusion is involvement and empowerment, which the inherent worth and dignity of all people are recognized and celebrated. As an inclusive university, Purdue Northwest promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members. A central tenet of equity is the guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers

that have prevented the full participation of some groups. At PNW, the principle of equity acknowledges that there are historically under-served and under-represented populations. Fairness is needed to assist equality in the provision of effective opportunities for all groups while on campus and in the broader community.

Monitoring Progress

The Office of Equity, Diversity, and Inclusion at Purdue Northwest publishes annual [Affirmative Action Plans](#) that detail PNW's Gender, Race & Ethnicity profiles of both the [Hammond](#) and [Westville](#) campuses, as well as those for Veterans & Individuals with Disabilities at both [Hammond](#) and [Westville](#). The Office of Institutional Research's interactive Fact Book and Enrollment Summary Reports monitors institutional progress toward diversity. Enrollment information is available for public view, with granular data available to individuals with a Purdue career account.

Due to declines in enrollments and associated budget cuts, PNW's workforce has declined since unification. Although the university has lost a total of 239 faculty and 63 staff positions, the levels of diversity have been steady. Faculty and staff details:

- Faculty, Lecturers, and Post-Doctoral Staff – On September 30, 2016, Purdue Northwest had a faculty of 710 (748 with visiting faculty included): 299 tenured and tenure track faculty and 33 clinical faculty. Also employed was 1 postdoctoral scholar; 37 continuing lecturers; and 340 limited term lecturers. In 2016, 407 of the 748 were female faculty, which equates to 54.4%. In 2016, 176 were minority faculty, or 23.5%. As of September 30, 2020, Purdue Northwest had a faculty of 492 (509 with visiting faculty included): 224 tenured and tenure track faculty and 38 clinical faculty. Also employed were 1 postdoctoral scholar, 24 continuing lecturers, and 205 limited term lecturers. Currently (2020), 274 of the 509 faculty are female, or 53.8%, and 120 of the 509 faculty are minority faculty, which is 23.6%. In sum, between 2016 to 2020, Purdue Northwest saw a decrease of 239 faculty positions. Although there was a decrease in total faculty, the percentage of female faculty and minority faculty remained almost steady; in 2016, 54.4% of the faculty were female and 23.5% were minority faculty; currently (2020), 53.8% of the faculty are female and 23.6% are minority faculty.
- Staff – On September 30, 2016, Purdue Northwest had a total staff of 632. Of the 632 staff, 407 (64.4%) were female and 178 (28.2%) were minority staff. As of September 30, 2020, Purdue Northwest had a total staff of 569. With regard to the current (2020) 569 staff members, 350 (61.5%) are female and 152 (26.7%) are members of a minority. In sum, between 2016 and 2020, there was a decrease of 63 total staff positions. As was the case with in the faculty ranks, although there was a decrease in total staff, the percentage of female staff and minority staff remained almost steady -- in 2016, 64.4% of the staff were female and 28.2% were minority staff; currently (2020), 61.5% of the staff are female and 26.7% are members of a minority.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Purdue Northwest's story is one of transition and evolution -- the merger of two fully realized, autonomous regional campuses in the Purdue system into one, unified institution. While the form has been altered and the names have changed, the basic mission of these regional institutions has remained unchanged.

Working within the [context](#) mandated by the state of Indiana, both of the two legacy campuses, Purdue Calumet and Purdue North Central, had missions rooted in their surrounding communities, devoted to providing excellent educational opportunities to area students and supporting regional economic development. PNW follows suit. During the unification process in 2016, PNW crafted a strategic plan and a mission statement for the new university that reflected this:

Purdue University Northwest, in the land grant tradition of learning, discovery and engagement, provides high quality, affordable undergraduate and graduate education to students of northwest Indiana and beyond. We create a welcoming environment that promotes critical inquiry through experiential learning, faculty scholarship, civic engagement and community partnerships.

During the subsequent years, as unanticipated circumstances, opportunities, and challenges arose (including the COVID-19 pandemic, which has directly influenced one-fifth of the young institution's lifespan), it became apparent that some goals and strategies of the strategic plan would need to be revised. These changes resulted in the current [strategic plan](#), Power Onward, but the basic tenets of the mission remain unchanged:

Purdue University Northwest transforms students' lives and our metropolitan region through a diverse campus committed to innovative education, applied research, and community engagement.

To fulfill this mission, PNW has focused on developing and offering academic programs that meet student interest and serve employer need. By investing in cutting-edge [facilities](#) and [technologies](#) that provide students with the skills they need to succeed in 21st century industry, and implementing experiential learning [opportunities](#) to prepare them to be engaged citizens in their 21st century world, Purdue Northwest does transform students' lives.

Purdue Northwest is also deeply rooted in regional economic development and community engagement. Among many other efforts, the university's Center for Innovation through Visualization and Simulation (CIVS) has developed strong working relationships and consortia with dozens of major employers, particularly in the steel manufacturing and energy industries, and the applied research conducted through CIVS has resulted in [millions of dollars of economic benefits](#) to the northwest Indiana region.

And PNW engages with its surrounding communities through a wide array of programs and activities, including the [Sinai Forum Speaker Series](#), the [Couple and Family Therapy Center](#), annual [One Book, One Community](#) events, the [Gabis Arboretum](#), and student nurses providing [basic healthcare screenings](#) at a local women's shelter in an experiential learning activity. The university's commitment to diversity is reflected in many of these activities, such as recent [Race, Racism, and Anti-Racism](#) interdisciplinary lecture series, and a partnership with the Northwest Indiana Coalition for Public Education on a [webinar series](#) dealing with education and race.

These examples encapsulate the essence of Purdue Northwest, where the major components of the mission converge in activities that combine innovative education, applied research, and community engagement into a cohesive whole. And as such, we Power Onward

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2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Mission

Purdue Northwest and the Board of Trustees work cooperatively to support the institutional mission of the university. The board and the university both function with integrity by employing policies and processes that enable stakeholders to operate ethically and responsibly in all functions. PNW communicates with accuracy and completeness to all audiences, ensuring public access to evidence of claims about educational programs, costs, governance, faculty and staff, and accreditation. The Board of Trustees operates with autonomy and integrity by meeting its responsibilities for oversight of the financial and academic interests of the university while leaving daily responsibilities to the faculty, staff, and administration of all campuses in the system. Academic freedom, balanced with the ethical acquisition, discovery, and use of information, enables the university to carry out its mission to educate, develop, and challenge

As outlined in Criterion 1.A, while Purdue Northwest has evolved as an institution in the five years since the unification in 2016, its mission has remained fundamentally unaltered; as a regional university in Indiana, PNW focuses on student success and the enrichment of the surrounding communities through cultural and economic development. This was encapsulated in the [mission](#) developed at the time of unification in 2016, as it focused on providing high quality education to the students of northwest Indiana, promoting critical inquiry through civic engagement and community partnerships. The current language of the strategic plan echoes this mission: *PNW transforms students' lives and our metropolitan region through a diverse campus committed to innovative education, applied research, and community engagement.*

As discussed in Criterion 2.C, the Purdue system is governed by its [Board of Trustees](#) and as a regional campus, Purdue Northwest does not have a separate governing body. The Trustees are responsible for overseeing university operations and ensuring that they support actions needed to enhance and further its mission. University administration work with the board to make sure that critical decisions are consistent and aligned with mission goals and vision.

Policies and Governance Structures

Purdue University strives to fulfill its mission and commitments to the highest standards of ethics and integrity. The University Policy Office maintains an online [policy library](#) to keep all constituencies well informed and provide easy access to all policies as they are updated. As a regional campus in the Purdue University system, PNW is governed by the policies and guidelines established by the university, which are implemented and enforced locally at the Hammond and Westville campuses by Chancellor Keon. As outlined in [University Policy V.B.5, Delegation of the President's Authority](#), the administrative authority and responsibility are delegated to the Chancellor of each Regional Campus to assist and act for the President as Chief Executive Officer for each of the Regional Campuses.

Thus the Chancellor of PNW is charged with overall responsibility for the successful implementation of the institution's equal opportunity and equal access, while the Purdue system's Vice President for Ethics and Compliance is responsible for development and oversight of all applicable policies, procedures, laws, and regulations, and upholds the principles of equal access and equal opportunity.

Purdue's expectation of integrity and personal conduct is laid out in its [faculty](#), [staff](#), and [student](#) policies on conduct, business and finance, integrity, and research. The University's general integrity policies are:

- [Anti-Harassment Policy](#), revised in 2017
- [Equal Opportunity, Equal Access, and Affirmative Action](#), revised in 2017
- [Nepotism](#), revised in 2019
- [Nondiscrimination Policy](#)
- [Statement of Integrity and Code of Conduct](#)

[Fostering Respect, Creating Community](#) is an annually updated and published booklet that contains information and policies on equal opportunity, equal access, and affirmative action; anti-harassment; the Nondiscrimination Policy Statement; and amorous relationships.

Finances

Purdue is bound by Indiana's [Financial Transparency Act](#) to submit audited financial statements, outstanding debt information, and other public financial documents to the Indiana Commission for Higher Education to ensure public access and transparency. The Act requires Indiana's publicly funded higher education institutions to submit audited financial statements, outstanding debt information, and other public financial documents to the Commission to ensure public access and transparency. Each institution is required to, at a minimum, make the following documents available electronically: purchasing business diversity reports, 100-R personnel reports, operating budget requests, capital budget/item requests, space reports, [A-133 federal funds audit report](#), and academic program requests. In [compliance](#) with the act and to aid in maintaining financial transparency, Purdue's Treasurer and Chief Financial Officer posts the most recent [financial reports](#) on the Treasurer's website; [past reports](#) are also available. Purdue Northwest is represented in all of the system reporting and documentation.

Purdue's Board of Trustees oversees financial integrity through the work of the trustees' [Finance Committee](#), which "maintain[s] oversight of the management of the investments, funds, and trusts of the Corporation and of the University by the Treasurer, as well as oversight of the Corporation's debt program incurred through borrowing money." The Finance Committee [meets](#) regularly to approve the University's operating budget, investment policies, contracts in excess of \$2 million, and other related items.

Personnel

Purdue's policy on [Conflicts of Commitment and Reportable Outside Activities](#) is posted in the policy library. Purdue has a dedicated portal for staff to disclose and seek approval for [Reportable Outside Activities](#). Completed forms are sent electronically to the department head and then to the unit head for determination that the outside activities do or do not constitute a conflict of commitment. In addition, the University has a policy on Individual [Financial Conflicts of Interest](#) (revised 2019) that implements state law and federal regulations. Financial Conflicts of Interest forms are required to be filed as far ahead of the conflict as possible, for timely routing through the necessary approval process, which includes the Vice President for Ethics and Compliance and the Board of Trustees. The Vice President of Ethics and Compliance publishes [reminders](#) of obligations to disclose reportable outside activities.

In order to maintain the integrity of sensitive data, Purdue has implemented system-wide [certification requirements](#) for staff members who work in areas where handling of sensitive or restricted information is governed by federal or state laws. When someone submits a role request to give an employee access to student data, the employee and the person submitting the request will be notified in an email of any certifications that need to be completed before the request is granted. Certifications must be renewed annually; employees are [reminded](#) of the deadlines via email.

Depending on the exact role being requested, those certifications may include the following:

- FERPA (Family Educational Rights and Privacy Act)
- GLBA (Gramm-Leach-Bliley Act/Financial Services Modernization)
- Data Classification and Handling Educational Resources
- Protecting Social Security Numbers at Purdue University
- HIPAA (Health Insurance Portability and Accountability Act)

The Office of the Vice President for Ethics and Compliance provides education and training related to various integrity issues, such as child sexual abuse, harassment and discrimination, and equal access/equal opportunity sessions for graduate students.

Research

Regulatory Affairs, in the Office of Executive Vice President for Research and Partnerships, promotes responsible conduct in research. Responsibilities within the office involve educating investigators about state and federal statutes and

regulations applicable to Purdue's research enterprise. Office educators share information about and conduct training related to responsible conduct of research, such as the [Online Collaborative Institutional Training Initiative](#) (CITI) training in responsible human subject research, good clinical practice, animal use, export control, and data security

The [Human Research Protection Program](#) approves research involving human and animal subjects to ensure responsible and ethical treatment. The office also provides training on human subjects compliance through CITI online training. See Criterion 2.E for additional information about university oversight of research activity.

Purdue's policies on [Intellectual Property](#) (revised 2015) address situations where research generates marketable products or services. Timely disclosures are required when an investigator is associated with a third-party license or use of University technology or other intellectual property.

The [University Copyright Office](#) advises faculty and staff on Purdue [policy](#) and the application of copyright law in a higher education setting and provides information on current copyright issues.

Intercollegiate Athletics

Purdue Northwest's [Athletics](#) operates with integrity to ensure the University abides by NCAA and Purdue rules for [recruits](#), [student-athletes](#), [coaches](#), and [boosters](#). Compliance officers within PNW Athletics use the [Compliance Manual](#) to educate individuals involved with athletics at Purdue Northwest and they also maintain a social presence on Twitter and Facebook to assist with [compliance](#) questions. Additionally, PNW maintains Institutional Standards for Safeguarding Governance of Intercollegiate Athletics which includes active oversight led by a Faculty Athletics Representative appointed by the PNW Chancellor.

Reporting and Monitoring

Multiple modalities are available for employees and students as well as members of the public to report concerns about unethical conduct, illegal behavior, and/or violations of Purdue policy. The enterprise-wide [hotline](#) provides a confidential method of reporting.

Additionally the University maintains a dedicated site for reports of sexual harassment, sexual violence, relationship violence, and stalking. The Office of Institutional Equity maintains a clear process for resolving complaints of discrimination and harassment. The Center for Advocacy, Response, and Education (CARE) Team shares support and advocacy for student survivors of sexual violence, dating violence, and stalking. The Office of Student Rights and Responsibilities website also maintains forms to report student behaviors that would violate established University regulations.

The [Research Integrity Office](#) addresses reports of research misconduct by any Purdue associate within the last six years. (See Criterion 2.E for more information about this office and responsible research practices at PNW.)

Purdue's Internal Audit Office provides an independent assurance and consulting service to evaluate the effectiveness of risk management, internal control, and governance processes. Responsibilities include providing regular [reports](#) to the Board of Trustees and assisting other University units with establishing effective internal control frameworks.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

The Purdue Northwest [website](#) makes available to the public a wide range of information and resources, and all public-facing information is reviewed on a regular cycle to ensure accuracy. Annual updates, such as the publication of the new [catalog](#), the production of a new promotional [viewbook](#), and the approval of changes to [tuition and fees](#) by the Board of Trustees, prompts a review-and-update workflow involving feedback from subject-matter experts. These changes are reflected across university materials, notably the PNW website. The website also requires each unit's subject-matter experts to conduct regular reviews (at minimum every six months) to ensure accuracy and remove outdated materials. To ensure consistency in the presentation of information, all publications must follow the university's brand standards [guide](#).

The Office of Institutional Research provides a number of [reports](#) and an interactive [Fact Book](#) which provide current and historical enrollment data. PNW's [Consumer Information](#) includes a suite of data about PNW, such as retention and graduation rates, student outcomes, and public safety reports.

Admissions

General Admissions [information](#) is published in the Academic Catalog and on the Admissions [website](#). Requirements for [undergraduate admissions](#) and [transfer students](#) are available to the public from links on the main Admissions website. Requirements for graduate programs are established by each program of study, and links to each program are available from the [Graduate Studies](#) homepage, also linked from the main Admissions homepage.

Programs and Requirements

Links to general information about all degree programs are located on the [Academics and Research](#) page, which in turn is linked from the PNW main landing page as well as on the undergraduate admissions and graduate studies websites. The academic catalog is a compilation of curriculum requirements, academic regulations, and course information for the Purdue Northwest campuses.

Costs to Students

Information about tuition and fees and the cost of attendance is found on the [Bursar](#) and [Financial Aid](#) websites. Information about [living on campus](#) and [housing costs](#) are included on the Housing and Residential Education website. Purdue Northwest's [refund policy](#) and deadlines are published by the Bursar; information on the return of [Federal Title IV funds](#) when a student withdraws is made available to the public by the Office of Financial Aid, as is consumer information as required by Title IV.

Faculty and Staff

Departmental [websites](#) provide contact information for departmental faculty and staff as well as a variety of [student resources](#). College [websites](#) typically include links to faculty research and/or curriculum vitae. And the searchable online [directory](#) provides telephone, email, and location details for all faculty and staff.

Control

As stated on the Purdue Board of Trustees website and official university [publications](#), the board makes all bylaws, rules, and regulations required to conduct and manage Purdue University, which includes all regional campuses. The [Bylaws of the Trustees](#), available online, contains provisions to appoint a President of the University and other officers as well as provisions for appointments of faculty and staff.

Accreditation Relationships

Purdue University Northwest has been accredited by the Higher Learning Commission (as the former Purdue Calumet) since 1969. A [list](#) of specialized accreditation is also made available to the public, and many accredited [programs](#) provide additional information about their accreditations. (See Criterion 4.A for more information on accreditation relationships.)

The Student Educational Experience

The PNW strategic plan highlights an [Enriched Student Experience](#), with a focus on educational experiences which provide innovative, reflective, and integrative learning opportunities to prepare graduates to succeed in meeting their life and career goals.

Purdue Northwest provides many [participative opportunities](#) for [student research](#) at both the [undergraduate](#) and [graduate](#) levels. The Office of Research's [Days of Discovery](#) (which pivoted to an [online format in 2020](#) due to the COVID-19 pandemic and is planned as a virtual event for 2021) is an annual event at which "faculty members and students come together to celebrate research, scholarship, and creative activities." The format provides students with an opportunity to present their research in a traditional conference setting, including paper presentations, poster sessions, keynote speakers, and an awards ceremony.

Experiential learning is another focus PNW; the two legacy campuses actively participated in experiential learning and engagement activities and the Faculty Senate approved an experiential learning [graduation requirement](#) for PNW in 2017, following the guidelines of the National Society for Experiential Education (NSEE). Experiential learning takes many forms at Purdue Northwest, including student research as outlined above, [internships](#), a [service learning/civic engagement minor](#), [cultural immersion/education abroad](#) (temporarily suspended due to COVID-19), and [senior design](#); the available courses are [listed](#) in the academic catalog. A [faculty task force](#) working with the Faculty Senate meet on a regular basis to discuss best practices and course development. These efforts coalesce with a provision in the 2020-2025 Indiana Commission for Higher Education (ICHE) strategic plan, [Reaching Higher in a State of Change](#): "Require 100 percent of post-secondary programs to have an internship, work-based learning, research project or other student engagement experience that has career relevance" (under "Talent" on p. 24). The Commission formed a [Career Relevance Steering Group](#) to define "career relevance" and to [survey](#) all state institutions as to their compliance with this goal. The Steering Group relied heavily on the NSEE standards in forming the definition; [all but three](#) of Purdue Northwest's undergraduate programs are fully compliant.

PNW is a [member](#) of the [Indiana Campus Compact](#) (ICC) which is dedicated to "Preparing college students to advance the public good in their communities" and is a nonprofit organization that convenes, supports, and promotes Indiana institutions of higher education leveraging their knowledge, resources, and power for the public good. the ICC supports faculty work with students on projects and initiatives that impact the public. This year PNW Nursing faculty placed students in a local women's shelter, Sojourner Truth House, [to provide basic health screenings](#). Based on the [nomination](#) by the faculty, Sojourner Truth House [received](#) an Outstanding Community Partner Award from the ICC.

Students also participate in a number of [national](#) and [international](#) competitions with PNW teams garnering recognition. The NASA Human Exploration Rover [Challenge](#) (dubbed the "Moonbuggy") leaves a lasting impression on students, such as [alumna Rachel Mok](#).

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The Purdue System is governed by its Board of Trustees, and as a regional campus, Purdue Northwest does not have a separate governing body. The board consists of 10 members; three members are [selected](#) by the Purdue Alumni Association (one of whom must be a graduate of the College of Agriculture) and the remaining seven, including the student trustee, are appointed by the governor. The Board's power and actions are governed by [Title 21 of the Indiana Code](#), which stipulates that "The board of trustees of Purdue University may do all acts necessary and expedient to put and keep Purdue University in operation." The Indiana Code also outlines terms, meeting schedules and operation, and the duties of the secretary and treasurer. All Trustees serve three-year terms, with the exception of the student member who serves for two years. Terms begins on July 1 and end June 30.

All new trustees participate in a two-day orientation program during which they meet several university leaders, including student leaders. Newly elected trustees begin their terms July 1 and will participate in orientation prior to the next BOT meetings in early August. Trustees also receive more formal training in the board's non-public executive sessions about their role as public officials. The trustees also participate in development activities such as the annual [President's Council Weekend in Naples](#) (held virtually in 2021) to become more familiar with the university's offerings.

The current chair of the Purdue Board of Trustees, Michael Berghoff, [describes](#) the work of the Board as follows:

"The Board of Trustees is the governing body of the University and is responsible for overseeing its operations and ensuring that critical decisions are made to enhance and further its mission, long-term interests and priorities. The president and our senior administrative staff work with the board to make sure decisions like tuition, enrollment goals and academic standards are consistent and aligned with the goals and vision the board has for the University. The board helps to ensure the University's reputation endures over the decades."

The trustees have specific [bylaws](#) in place to address [conflicts of interest](#), its [code of conduct](#), and [procedures](#) in place for responding to a breach in that code. Board members must also sign disclosure statements annually and for single transactions.

The board has six standing committees which provide critical oversight for the well-being of the University:

- * [Academic and Student Affairs Committee](#), which oversees academic functions.
- * [Audit and Enterprise Risk Committee](#), which oversees the University's financial position, risk profile and risk financing mechanisms.
- * [Compensation Committee](#), which oversees the recruitment, compensation and retention of the president, other senior administrators, officers and coaches.
- * [Finance Committee](#), which oversees the treasurer's management of the University's investments, funds and trusts, and debts.

* [Physical Facilities Committee](#), which oversees construction and renovation of University facilities, including student housing.

* [Executive Committee](#), which may exercise all powers of the board during periods between its meetings.

The Board has several mechanisms for input from both internal and external constituencies. The names of the board members are public, and [contact information](#) is made available on the BOT website. There are six regularly scheduled stated board [meetings](#) per year, which by Indiana law are [open to the public](#), as are committee meetings. The committees usually meet in conjunction with the full board when they have items to act on or discuss. The schedule of meetings is posted online, and [official notice](#) of all board meetings, including the time and location, is posted one week prior to the meetings. All items of business, vote, roll calls, and board actions are included in the meeting [minutes](#) which are posted after each meeting, and are available in the University Libraries archives from 1865. [News releases](#) of meeting highlights are also posted online after each meeting.

The trustees maintain oversight of the operations of Purdue via routine reports of the University offices as specified in [Article III](#) of the board's bylaws:

- * [President's Reports](#) (presented at every meeting)
- * Academic and administrative unit [reports](#)
- * Student Government and Graduate Student Government [reports](#)

Requests for discussion and approval of specific items are made through the offices of the President, Provost, or Treasurer. As general examples, only when the board has given its approval may the University implement new degree programs, restructure academically, make purchases over \$2 million, build new buildings (such as student housing), or hire a head coach. More recently, the board held two special meetings on [May 7](#) and [May 26](#), 2020 to approve emergency plans to manage the COVID-19 response, including changes to the academic calendar, implementation of COVID testing protocols, measures to de-densify on-campus workspaces, the acquisition of supplies of cleaning and protective equipment, and to address other measures proposed by the newly-implemented Safe Campus Task Force.

Delegation of Authority

The Board of Trustees, which by Indiana law is granted all powers and responsibility for the operation and management of the University, has made specific [delegations of authority](#) to the President. In turn, this authority is delegated to the Chancellor of each regional campus who acts as the chief executive officer and has the administrative authority to assist and act for the President.

Purdue Board of Trustees has [delegated](#) to the faculty in the academic colleges the power and responsibility to establish and review course content, prerequisites, curricula, requirements, certification for graduation, etc., and to advise in matters of educational policy. These powers are also [outlined](#) in section III.B of the Constitution of the Purdue University Northwest Faculty. The faculty's role in oversight of academic matters is discussed further in Criterion 4.A.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Purdue's commitment to freedom of expression and the pursuit of truth is encapsulated in its [Statement of Integrity and Code of Conduct](#):

We champion freedom of expression. To ensure our integrity, we safeguard academic freedom, open inquiry, and debate in the best interests of education, enrichment, and our personal and professional development.

Purdue publishes a [Freedom of Expression](#) statement that was the result of a campus-wide effort to affirm free speech. Responding in part to a joint resolution brought by the Purdue Student Government and the Purdue Graduate Student Government, the Board of Trustees passed a resolution endorsing this commitment to free speech in May 2015.

The Faculty and Staff Handbook includes policies on [academic freedom](#), and the University Policy Office posts information on academic freedom as it relates to [tenure and promotion](#). PNW's [Bill of Student Rights](#) and the [Free Speech and Open Expression Policy](#) provide additional evidence of Purdue Northwest's commitment to freedom of expression.

Sources

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Research

Since Purdue Northwest accepts all awards under the "Purdue University" name, PNW is governed by the policies, regulations, and standards of Purdue University system. There is one Purdue regulatory office and PNW signs the same assurances when executing contracts. There is one central Institutional Review Board (IRB). There is a single Purdue Research Integrity Officer who maintains oversight of Purdue research activities, including those at PNW. This system works to Purdue Northwest's benefit, as PNW doesn't have the structure, capacity, or expertise on the regional campus to manage these processes.

The Purdue Northwest Office of Research (OR) facilitates the research and sponsored programs activities of PNW faculty and students, working with the structures provided by the main Purdue campus, dedicated to providing the highest levels of regulatory oversight for funded research-related activities. The office works in collaboration with, as well as under the guidance of, the Office of Executive Vice President for Research and Partnerships which maintains the Responsible Conduct of Research [policy](#), as well as with the Office of Sponsored Programs at Purdue West Lafayette. PNW's office is staffed by five full-time and one part-time staff members. Two full-time staff members are Certified Research Administrators by the Research Administrators Certification Council. Some of the initiatives to ensure fiscal, as well as regulatory compliance include:

- Requiring all funded research personnel to complete the [Responsible Conduct of Research Training](#) (CITI Training), as well as additional field-specific and grant development/ management annual training sessions. This [policy](#) was updated in 2020.
- Reviewing all expenditures on grants to ensure compliance with sponsor, university, state, and federal guidelines.
- Reviewing and processing all proposals and contracts for accuracy and compliance before submission to the sponsor.
- Guiding faculty and staff regarding required processes and approvals for working with humans, animals, conflict of interest, international collaborators, or other biohazards or infectious agents.

As noted above, Purdue's main campus provides the institutional infrastructure and support systems which guide PNW's research activity. The [Research Quality Assurance unit](#), a part of Sponsored Program Services, reviews and monitors Purdue's research administration and regulatory compliance practices. The staff coordinates education and training of Purdue's principal investigators, project staff, and department and business office staff regarding compliance with federal and state regulations and with the University's research-related policies. The efforts apply to both financial management and research regulation reviews.

The [Human Research Protection Program](#) is charged with the responsibility of ensuring all human subjects research conducted by faculty, staff and students under the auspices of Purdue University are conducted ethically and in a manner that promotes the protection of the rights and welfare of human subjects in accordance with federal statutes and regulations.

The [Research Integrity Office](#) follows up on any and all allegations of research misconduct it receives. The [Research Integrity Officer](#) is the steward of the Research Misconduct [Policy](#) (revised 2018) and [Procedures](#) (effective March 2018). Anyone involved with research at Purdue must report concerns pertaining to research misconduct to the Research Integrity Officer, the Provost, or anonymously via Purdue's [hotline](#). Included under the Office of Research Integrity and Regulatory Affairs is Purdue's [statement of responsible conduct of research](#) outlining the University's education plan to satisfy the

requirements of the America COMPETES Act — the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act.

Students

The PNW Faculty Senate created an [Academic Integrity Policy](#) which outlines the procedures for dealing with cases of integrity violations. The [responsibilities](#) included in the job description for peer tutors include observance of academic honesty policies.

The Graduate School has developed the Purdue University [Responsible Conduct of Research](#) (RCR) training program. The purpose of the program is to promote and sustain an environment of research integrity in all graduate students by offering various workshops and publishing the Graduate School's [Responsible Conduct of Research booklet](#). Graduate and undergraduate students are required to engage in research training under the [CITI](#) course prior to beginning any human subjects protocol.

The Graduate School requires that all theses and dissertations be reviewed using the [iThenticate software](#) and that any issues identified by the software are addressed prior to deposit of the final thesis or dissertation with the school. PNW graduate faculty are granted access to this system through the Purdue Graduate School.

The PNW syllabus [template](#) (modified for COVID in 2020) includes links to the Honor Code and the Academic Dishonesty Policy. The PNW [Library](#) offers assistance to faculty, staff, and students on [copyright and intellectual property](#) from the Purdue University Copyright Office.

[Turnitin](#), an originality checking tool, is integrated into Brightspace, the Purdue learning management system (LMS). Instructors who are not using the LMS can submit individual student works for a Turnitin review. Information Services supports a Respondus and LockDown browser and monitor [tool](#) that prevents students from navigating outside the test window to search the web, print, copy, or access any other applications during the testing time.

Purdue Northwest also maintains [Testing Centers](#) on both campuses that can be used for testing students enrolled in online courses and administering a variety of tests — placement exams, licensure exams, admissions exams like the GRE, and accommodations. It is equipped with cameras and several measures for proctoring to preclude dishonesty. All students must present a photo ID (Purdue student ID or state-issued identification card or driver's license) before they are allowed to participate in testing.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Purdue Northwest is a regional university within the Purdue system, and as such it is bound by the rules and policies as established and maintained for Purdue University.

Purdue University strives to fulfill its mission and commitments to the highest standards of ethics and integrity, and the University Policy Office maintains an online policy library to keep all constituencies well informed and provide easy access to all policies as they are updated. Purdue's expectations of integrity and personal conduct are laid out in its faculty, staff, and student policies on conduct, business and finance, integrity, and research. Specific policies include those addressing harassment, Equal Opportunity, Equal Access, and Affirmative Action; nepotism; and nondiscrimination. The university also maintains a general [statement of integrity and code of conduct](#).

The university and the Board of Trustees work cooperatively to support the institutional mission of the university, employing policies and processes that Purdue uses to ensure transparency and integrity in all areas of the institution, including in its finances, personnel, research activities, and athletics. Structures and offices such as the Office of the Vice President for Ethics and Compliance, the Office of the Executive Vice President for Research and Partnerships, the University Copyright Office, and the Research Integrity Office work in concert to ensure that Purdue operates with the highest levels of ethical responsibility.

While Chancellor Keon has the [delegated authority](#) to enforce all Purdue regulations, PNW is not content to just rely on the policies and structures maintained by the system, but has in addition created its own set of codes and programs to help guide PNW and its faculty, staff, and students in ethical and responsible conduct. Included in these are the [Free Speech and Open Expression Policy](#), the PNW [Code of Conduct](#), the [Academic Integrity Policy](#) and the related [reporting form](#).

And Purdue Northwest, as is the rest of the Purdue system, is vested in the integrity and responsible conduct of research, and monitors activity through the Human Research Protection Program, the Research Integrity Office, the Purdue Copyright Office, with local oversight handled by the PNW Office of Research.

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3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Purdue Northwest is committed to delivering high quality programming, both inside and outside the classroom. Students benefit from some of the most effective and modern [teaching](#) and [learning](#) approaches as well as the cutting-edge curriculum that is created by faculty who are active [researchers](#) who collaborate with professionals in business, industry, and [healthcare](#).

Undergraduate Course and Program Approvals

Purdue Northwest has academic autonomy in undergraduate curriculum, but (as is often the case) shares policies and systems with the main Purdue campus in West Lafayette (PWL). In spring 2017, the systemwide Offices of the Registrar transitioned from a manual paper process to using [Curriculog](#) as its electronic academic program and course approval system for creating, modifying, and accessing degree programs, individual courses, and catalog information.

At the undergraduate level, the PNW curricular process is guided by the steps outlined in the Faculty Senate [Bylaws](#) with strict [oversight](#) from the [Curriculum Committee](#). The Faculty Senate determines the curriculum in all academic programs at PNW using the following procedure:

1. Departmental Curriculum Committees discuss to decide recommendations on curriculum to the faculty members of the department. The department faculty by majority vote must approve all proposals including new courses, programs, and concentrations, as well as revisions to course descriptions, pre-requisites, student learning objectives, and the structure of each major in the department. Votes of department are recorded and provided to their College.
2. Proposals are submitted to the department's College curriculum committees for review and decision. The College must approve all proposals by recorded majority vote.
3. If approved by the College, proposals are submitted to the Faculty Senate Curriculum Committee for review and recommendation based on documents submitted from departments and approved by their College.
4. In accordance with the Faculty Senate Bylaws, Section C, subsection 2, the Faculty Senate Curriculum Committee considers the rationale for each submission, how it contributes to the specific program and the university's mission, as well as the impact each proposal may have on other departments and university learning resources.
5. After its review, the Faculty Senate Curriculum Committee decides whether to recommend to the Faculty Senate for its approval each proposal for academic programs, major concentrations, individual courses, and individual course revisions or course discontinuations.
6. The Faculty Senate votes to approve or deny each curriculum proposal.
7. Once the Faculty Senate approves any curriculum change it becomes part of the PNW Catalog and appears in course listings for student registration, usually in the next Fall term.
8. Currently PNW uses the on-line system for submission, review, voting, and recording of all curriculum proposals.

Once approved by the Faculty Senate, the curriculum is routed through the Office of the Registrar via Curriculog, where all of the pertinent information regarding credit hours, meeting times, grade modes, etc. is collected and reviewed to ensure it follows appropriate guidelines for credit hour assignment. The curriculum is then added into the Student Information

System, Banner, and into the course catalog.

For courses that are to be included in the General Education Core Curriculum, course proposals are also reviewed by the General Education and Assessment Steering [Committee](#) (a standing committee of the Faculty Senate) to ensure that they meet at least one of the foundational learning outcomes. (See Criteria 3.B and 4.B for more information about the core curriculum.)

In addition, the Indiana Commission for Higher Education (ICHE) maintains a [Core Transfer Library](#) (CTL) that contains a list of common core courses that are pre-approved for transfer among all Indiana public college and university campuses. Through a detailed [process](#), courses [proposed](#) for the Core Transfer Library are reviewed by a lead faculty member for the course at each of the institutions who determines whether courses are acceptable for transfer as equivalent coursework. Existing courses in the CTL are [reviewed](#) on a regular basis to ensure that they are still appropriate for transfer. All institutions (including Purdue Northwest) submit the faculty's decisions to the Commission, which they use to update the CTL database which is searchable on the web.

All new undergraduate program proposals follow the same process, with several additional approval steps. Using the newly-approved baccalaureate programs in Criminal Justice as an example, the detailed [program proposal](#) is submitted in Curriculog and once approved by the Faculty Senate, it goes to the Purdue (West Lafayette) [Provost and President](#) for review and recommendation, and then to the [Purdue Board of Trustees](#) for final system approval. The [proposal](#) then goes to the ICHE for a [multi-stage review](#) and final [approval](#). The full details are shown in the Curriculog workflow [document](#). The approval of these new programs was followed by the [suspension](#) of the former Criminal Justice concentration in the B.A. in Sociology.

In addition to these curriculum review processes, academic programs in all of the colleges undergo [specialized accreditation](#) to ensure that they remain current and are appropriately rigorous. For example, Purdue Northwest's business programs are accredited by The Association to Advance Collegiate Schools of Business (AACSB), programs in the School of Education and Counseling participated in a review by the Council for the Accreditation of Educator Preparation (CAEP) in February of 2021, and programs in the College of Engineering were reviewed in fall 2019 by the Accreditation Board for Engineering and Technology (ABET). Many programs, such as [Engineering](#) and [Nursing](#), post data and information about specialized accreditations on the respective websites. Programs under review submit a detailed self-study and go through a multi-day site visit (some of which have been virtual or partly virtual during the COVID-19 pandemic) and reviewed programs must follow up on any improvements suggested by the review teams. Programs that are not accredited participate in the academic program review process on a rotating basis. (See Criterion 4.A for additional information about specialized accreditations and the [Academic Program Review](#) process.)

Graduate Course and Program Approvals

While Purdue Northwest enjoys academic autonomy at the undergraduate level, graduate study at PNW (and at the other regional campuses) is under the [administrative purview](#) of Purdue University at West Lafayette (PWL). Although PNW (and the other regional campuses) may admit its own students and award degrees, the administration of graduate programs lies under the authority of the larger system-wide [Graduate School](#) body. However, Purdue University has delegated administration for all functions except approval of graduate curriculum and appointment of graduate faculty to PNW, via the Graduate Studies Office, located at the Hammond campus of PNW. The PNW Director of Graduate Studies holds a position equivalent to the Associate/Assistant Dean of the Graduate School at PWL in operating structure, and ensures that PNW complies with the policies and procedures of the Purdue Graduate School.

The Purdue University [Graduate Council](#), the faculty body responsible for making academic policies and approving new graduate programs and courses, is under the purview of the Graduate Programs Office. The Graduate Council acts on behalf of Purdue's graduate faculty and is responsible for all academic policies related to post-baccalaureate study and degree programs, particularly policies that involve admission to the Graduate School; standards of work; courses and programs of study; foreign language requirements; registration requirements; and all other requirements for advanced degrees. New [course](#) and [program](#) proposals are routed through a separate, combined graduate instance of Curriculog, and then sent to one of five [area committees](#) of the Graduate Council for review before being sent to the full Graduate Council for [approval](#).

The process for establishing new graduate programs is detailed in [Section G](#) of the Policies and Procedures for Administering Graduate Student Programs. It begins with a proposal submitted in Curriculog and ends with approvals by the Board of Trustees and ICHE, as described above. All processes are streamlined and documented in Curriculog.

Learning Outcomes Articulation

At the undergraduate level, the University [general education curriculum](#) is a set of common foundational and embedded learning outcomes required of all undergraduate students. It acts as a mechanism by which all undergraduate students share a similar educational experience and, in doing so, achieve a set of common goals. (See Criterion 3.B for more information about the general education core curriculum.)

Beyond the core curriculum, individual colleges and schools also articulate learning goals specific to their disciplines or majors. For example, the College of Humanities, Education and Social Sciences (CHESS) has a supplemental [College Core](#) centered around eight themes, and the School of Engineering includes four program educational [objectives](#) in addition to the curriculum requirements for its undergraduate degree programs.

Additionally, learning outcomes and objectives are developed for each course. The [syllabus template](#) as approved by the Faculty Senate includes the need for clear course objectives.

To assist in program planning, collecting and assessing learning outcomes, and managing the assessment process, Purdue Northwest uses Taskstream by Watermark. Faculty enter [learning outcomes](#) and provide documented evidence that learning outcomes have been assessed and used for continuous improvement. (See Criterion 4.B for more information about Watermark/Taskstream and the assessment of student learning processes.)

Quality and Consistency Across Modalities

To ensure that quality and parity is upheld across the curriculum regardless of modality, a single [course catalog](#) and a unified [schedule of classes](#) are used for all educational offerings at Purdue Northwest. Additionally, all degree programs and courses offered online are housed within the same departments and colleges so there is consistency among courses offered face-to-face and in other modalities. On-campus and online course syllabi include the same learning outcomes and assessments, as seen in these examples of PSY 12000 (Introduction to Psychology) offered [in person](#) and [online](#).

PNW has offered distance education, including online degree programs, for many years, and has offered a number of initiatives to support online course development to ensure quality across the curriculum, including guidance on the [peer observations](#) of online courses, which includes resources on the Quality Matters (QM) Rubric, the Chico State Rubric for Online Instruction (ROI), and the Online Course Development Guide & Rubric from the University of Southern Mississippi, among others. When the COVID-19 pandemic suddenly forced all instruction to go remote in March, 2020, the Center for Faculty Excellence (formerly the Center for Faculty Leadership and Development) quickly created the [PIVOT](#) (Planning Instruction for Varied Offering Types) Program to provide additional, critical support for all faculty who were now teaching online. Resources such as the [PIVOT Course Checklist](#) were developed and made available to all faculty. The pandemic prompted Academic Affairs to codify all of the practices, both long-standing and newly created, into [official guidelines](#) and expectations for online teaching.

PNW's concurrent enrollment program has been serving high school students across northwest Indiana since it started at Purdue North Central in 2005; it was initially accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in 2006 and [reaccredited](#) in 2020. NACEP accreditation requires that all concurrent enrollment program (CEP) instructors be assigned a university faculty liaison to ensure quality and rigor of concurrent enrollment courses, and PNW department chairs assign faculty member(s) in their departments to serve as CEP liaisons and oversee all CEP course(s) in their discipline. CEP instructors are provided with an [instructor's handbook](#) which outlines all duties and requirements, such as requiring them to submit their syllabi (including grading standards, which are the same used on campus) to university liaisons and departments prior to the start of instruction. University liaisons and departments review the syllabi to ensure they conform with departmental and university expectations. Following this review, university department liaisons create a "Statement of Equivalency" for their discipline which verifies that:

- Student learning outcomes are identified and equivalent to those on campus;
- Assessment and grading processes are identified and equivalent to those on campus; and
- The theoretical and philosophical orientations of the department for how teaching and learning occur are being upheld.

To further ensure that CEP courses are equivalent to those on-campus, paired syllabi (e.g., syllabi for both on-campus and CEP sections of courses) are collected for all CEP courses. Key assessments are those used in both on-campus and CEP courses to ensure that the identified learning outcomes are being achieved. University liaisons also conduct site visits (as described in the handbook) throughout the semester, observing instruction and providing meaningful feedback to the instructor, providing both support to the CEP instructors and ensuring that students are meeting the same levels of proficiency relative to learning outcomes as their on-campus counterparts.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

PNW's General Education

Similar to the influence that the state of Indiana has over the role and mission of Purdue Northwest as described in Criterion 1.A, in 2012 Indiana Senate Act 182 required state educational institutions to create a [statewide transfer general education core](#) (STGEC) of at least 30 hours which was to be implemented by May, 2013. This core is actively managed by the Indiana Commission for Higher Education (ICHE) through a leadership team comprised of representatives from all state colleges and universities. Recent initiatives include a [rebrand](#) (from *STGEC* to *Indiana's College Core*) and current [discussions](#) about adding a "digital" competency to the core.

The Purdue Northwest faculty are committed to providing a core curriculum which provides broad knowledge and intellectual skills, and which that embraces best practices in general education. PNW's general education core curriculum must align with the statewide requirements as noted above, and all undergraduates must achieve the same foundational learning outcomes as defined by the Faculty Senate. Only courses approved by the Faculty Senate will satisfy General Education requirements. Currently there are [over 200 courses](#) that are approved to be used to meet the following requirements:

First Year Experience	1 to 3 credit hours
English Composition	6 credit hours
Speech Communication	3 credits
Quantitative Reasoning	3 credits
Natural Science	3 credits
Technology	3 credits
Humanities	3 credits
Social Sciences	3 credits
Any General Education	3 credits

As is the case in almost every area of the unified institution, the two legacy campuses each had its own, different approach

to general education; during the unification process the faculty worked to combine the two, and in early 2017 the Senate [adopted general education learning outcomes](#) for PNW. These were based on the LEAP Essential Learning Outcomes and were mapped to the Indiana STGEC competencies. Later that same year the Senate approved the [process](#) for general education assessment (which is discussed more fully in Criterion 4.B) and the forms/application process that programs would use to request general education designation for any given course. The Faculty Senate's [General Education and Assessment Committee](#) has oversight for the management and assessment of general education, as well as [First Year Experience](#), Transfer Credit, and [Experiential Learning](#).

In Fall 2019, the Provost approved and formed a [General Education Task Force](#) chaired by Dr. Elaine Carey, Dean of the College of Humanities, Education, and Social Sciences, which would focus on a revision of the general education curriculum to "better assist students in developing broad, interdisciplinary outlooks, critical and creative thinking skills, and effective communication," as is stated as a foundational [goal](#) of the new 2020-2025 strategic plan. The purpose of the task force was to audit the current general education offerings and develop a proposal for a pilot study for consideration by the PNW Senate, administration, academic colleges, and students. PNW, like the majority universities and colleges, has a [distribution model](#) of general education. Working with the Office of Institutional Research, the task force [found](#) that of the more than 200 current courses (up from the 189 at the time of the study) that are included in the general education offerings, 80 percent of students take only 71 of those classes.

From September 2019 to March 2020, the task force met, recognized the richness of the course offerings, and created a [draft proposal](#) that maintains the 30 credit hour requirement and the alignment with the STGEC, but organizes the rich course offerings into nine proposed clusters. This approach is intended to better support the mission and values of PNW, provide broad knowledge and intellectual concepts to students, and enable them to develop skills and attitudes that are necessary for a liberal arts education and engaged citizenship.

Although COVID-19 slowed progress to some extent, the team was able to attend the [AAC&U-Institute](#) for General Education and Assessment in June, 2020. While at the [AACU-IGEA](#), the team spent time reevaluating the general education curriculum to further ground better philosophical approaches to general education and a better understanding of new approaches. The team learned about the shifts in general education, and that their recommendations were supported by new trends in higher education and the AAC&U. Working with their mentors, the team agreed that a second option might be helpful. Thus, the team added a second option that was expanded from the one cluster, Homeward Bound: The Region. This included a capstone and would require the development of new courses. The [team](#) is committed to the broad liberal arts education that is currently part of PNW's general education that supports skills, provides a sense of belonging, and provides a broad knowledge and intellectual grounding to support all disciplines.

Option A: Clusters

- Who, What, When, Where, Why & How: The Big Questions
- Who Lives, Who Dies: Grappling with Ethical Dilemmas
- End of the World As I Know I know it, and I Feel Fine: Living and Working in a Global Community
- Go Outside and Play: Land, Lakes, and the World
- Lead, Follow, Stay out of the Way: Leading in the 21st Century
- And Justice for All: Crime, Security, and Justice
- We Got Game: Athletics, Sports, Recreation,
- Homeward Bound: The Region
- The Renaissance Scholar

Option B: Homeward Bound: The Region.

Thirty credit hours with a capstone. The category of analysis focuses on northwest Indiana and the Chicagoland area.

Despite the COVID pandemic and the campus closures, the team [surveyed students and faculty](#) and hosted focus groups through the spring semester. The [proposal](#) was presented to the senior leadership, deans, associate deans, academic department chairs, and the Faculty Senate's General Education and Assessment Committee. The feedback received was incorporated into the final [proposal](#). The team surveyed 185 students in general education to get their feedback on the clusters. Students ranked their favorite clusters: The Big Questions; End of the World as I know It; Lead, Follow, Stay out of the Way; And Justice for All.

In the Fall 2020 semester, the Task Force continued to build consensus. The university hosted [The Year of General Education](#) which included bringing experts to campus. Dr. José Moreno (California State - Long Beach) visited on

September 18, 2020 and spoke about general education's significance to diversity, inclusion, equity, and social justice. On October 30, 2020, Dr. Paul Handstedt (Washington and Lee University) addressed general trends in general education and why reforming general education is necessary. The team also created and distributed surveys asking faculty and students to choose their preference for the new structure and approach to a core curriculum. If a person's preference was the cluster, then they are asked to rank their interest in the cluster. The team again held focus groups with deans, department chairs, students, and faculty, and presented the proposal for input at the [Faculty Senate](#).

As per the [timeline](#) expressed in the strategic plan, the Gen Ed and Assessment Committee of the university's senate reviewed and accepted the Gen Ed Task Force's proposal for a pilot study. The pilot study will begin in fall, 2021 with a first cohort of students in the cluster *Go Outside and Play: Land, Lakes, and the World*. Currently, members of the Task Force and representatives from the provost's office and enrollment management and student affairs are coordinating efforts to launch the pilot.

Recognition of Human and Cultural Diversity

PNW is the most [diverse](#) university within the Purdue system, and the mission of the university and its strategic plan further embed the goals of engendering diversity, inclusion, and equity. Following its metropolitan mission, the university continues to engage the community through bilingual student recruitment and [translated materials](#) to better communicate with the families of PNW students. The university benefits from extraordinary programs that promise to enhance the future of the region and the state of Indiana by providing higher education opportunities to first generation students through such programs such as [Educational Talent Search](#), [21st Century Scholars](#), [McNair Achievement](#), and other [TRIO offerings](#).

Human and cultural diversity is also recognized across Purdue Northwest through a wide array of academic offerings and co-curricular programs and resources:

Academic Programs

There are many course offerings in all colleges that address human and cultural diversity while preparing students for the modern workplace. Some examples cited by program faculty:

Human and cultural diversity content is woven into many courses in the graduate nursing program. For example, social determinants of health are discussed in great detail in Health Care Organization, Policy and Economics. In addition, the entire focus of the course Sociocultural Influences on Health is on understanding human and cultural diversity. The course description states: "This course examines the influences of cultural and sub-cultural variables on health and health care delivery. Students analyze and apply appropriate theoretical perspectives and current research to design evidence-based strategies that ground clinical decision making in advanced practice nursing. Students use the National Standards on Culturally and Linguistically Appropriate Services (CLAS) as the basis for providing culturally competent care. As students apply principles of culturally competent communication they are encouraged to develop insight and an attitude of resistance to stereotyping. Students gain an understanding of the context of vulnerable and marginalized populations through the analysis of social, cultural and economic influences that impact health and illness." For one assignment, students select a vulnerable population and create a video poster that they share with other students in the course to enhance everyone's understanding. In these ways, graduate nursing students grow and gain skills to work in multi-cultural health care and live in our complex world.

An effective way to provide students with lifelong skills to live and work in a multi-cultural world is to provide them with hands-on, collaborative experiences. Faculty in the Biological Sciences do work on providing these types of experiences in both lecture and labs. However, a specific aspect of our courses where this is addressed, would be in the laboratory component. All courses in the major core and additional required courses have a laboratory component. In the laboratory students often work in cooperative inquiry based groups to collect data and analyze results. A sense of community is fostered through discussion and exchange of ideas between the students. Additionally, in the laboratory setting instructor student interaction is increased relative to the classroom, this is particularly true for some of the our larger courses. This situation gives the instructor the opportunity to get to know the students and understand the diverse ideas they are bringing into the classroom, and also allows the instructor to encourage students to feel comfortable exchanging ideas and building community within and between groups.

The Department of Mathematics and Statistics offers many opportunities to develop the skills to work in a multicultural world. Many MS instructors have their students work in small groups, so students work closely with colleagues from diverse backgrounds. Mathematics and Statistics students learn critical thinking skills that are invaluable professionally, but perhaps more importantly, to shape informed citizens. Statistics courses teach students to analyze data critically and correctly draw inferences. This gives students the tools to counteract many prejudices that are supported by misleading

data and doctored evidence.

Coursework in the English Literature program provides a rich and vital array of educational opportunities to PNW's student body: in a recent academic year, over 1,200 students outside the major selected classes in this area. Topics include explorations of global literary culture, American and British, certainly, but also ancient, near-, and far-Eastern classics, stretching over millennia. Coursework also focuses on diverse contributions to the literary including Native American, African American, and Latinx writers, as well as LGBTQ writers. Many courses in PNW's Women's, Gender, and Sexuality Studies program originate from literature faculty and include literary components.

The Honors College seeks to provide the skills to success in a multicultural world in a variety of ways. Its curriculum includes classes such as HONR 112 (Honors Cohort II), in which students explore issues of cross-cultural communication, as well as special topics courses that have address a variety of global cultural, political and social concerns in an interdisciplinary perspective. Students also gain multi-cultural leadership skills as they serve as Honors College student leaders and mentor incoming students from many different cultural, ethnic and socioeconomic backgrounds. In addition, many students take part in Honors internship opportunities in which they work directly in firms, social service agencies, and government departments in the diverse and multicultural Calumet region.

Co-curricular Opportunities

PNW also provides an array of co-curricular offerings which provide access to multicultural activities which expose students to diversity and growth opportunities. Student organizations, such as the chapter of the [Society for Women Engineers](#) (SWE), are fostered by faculty like Dr. Lucy Yang, Professor of Electrical and Computer Engineering. Through SWE, ECE strives to encourage human diversity in departmental student activities and in the past, SWE has been able to branch out and provide students with an opportunity to not only have fun, but grow as students and leaders in the engineering community. This past year during the COVID-19 pandemic, SWE members organized virtual outreach events with the local Girl Scout troops to help younger girls earn their STEM badges and gain exposure to science and engineering.

Purdue Northwest promotes programs that enhance the learning experience on campus as well as in the community. PNW partners with the Hammond Public Library in an annual [One Book, One Community](#) event; the 2021 event features Mr. Anthony Ray Hinton's *The Sun Does Shine: How I Found Life and Freedom on Death Row*. This award-winning book describes the author's 30 years on Alabama's death row for a crime he did not commit, and he will discuss his journey in an event at the Hammond campus in April. In addition, the university sponsors vibrant programming for the community about important issues in the nation; during the 2020-21 academic year the faculty created the [Race, Racism, and Anti-Racism series](#), and partnered with the Northwest Indiana Coalition for Public Education on a [webinar series](#) dealing with education and race.

The university offers a robust slate of faculty-led and designed education abroad programs that connect students to the world and to their studies. Until the COVID-19 pandemic shut down international travel, education abroad was an integral component in many programs, including a practicum in [Panama](#), spring break in London, and extended [study trips](#) to Spain, France, and Nicaragua. This [report](#) to Open Doors provides a historical perspective of the PNW study abroad activities; current (or future, after the pandemic restrictions ease) [opportunities](#) are posted to the PNW website. PNW also maintains a large number of [agreements](#) with universities across the world and looks forward to the time when international travel and education abroad opportunities resume.

Students are also encouraged to give back to their communities through civic engagement and volunteerism activities. [Honors College students](#) are considered to be leaders who serve others and are expected to "give of their time and talent in many different ways to the communities in which they live, study, and work" by completing 25 hours of volunteer work or service each academic year. Programs such as the [Partners in Servant Leadership](#), a collaborative service learning project that pairs graduating seniors from the PNW College of Business with volunteer industry mentors from the NWI business community to teach K-12 students about career readiness, financial literacy, and entrepreneurship. Groups such as the [Women in Business](#) engage students in programs that benefit the community, and [community engagement](#) is a formal component of Student Life. Student athletes also engage in a [variety of community engagement](#) activities, including the [GLIAC Gives Back Week](#).

Purdue Northwest students greatly benefit from these many, diverse opportunities and experiences, as evidenced by this PNW [student](#) and [alumna](#).

Scholarship and the Discovery of Knowledge

PNW faculty are actively engaged in scholarly and creative activity. Research is mandated as a part of the tenured/tenure

track faculty performance evaluation and critical to the [promotion process](#) (as outlined in more detail in Criterion 3.C). The Office of Research provides support to faculty in their research projects, whether grant funded or contracted. The Office of Research also offers [internal research grants](#) to promote discovery and convenes the [Research Board](#), which serves four functions: Research Advocacy; Research Policy and Procedure Advisement; Internal Grant Review; and Research Centers/Institute Review. The Office's [Annual Report](#) summarizes its activity.

Purdue Northwest hosts [research centers](#) that are nationally and internationally recognized: [Center for Innovation through Visualization and Simulation](#) (CIVS); [Center for Cybersecurity](#); [Center for Crime, Forensics, and Security Analysis](#); Center for Early Learning; Center for Global Studies; Energy Efficiency and Reliability Center; Indiana Center for Evidence-Based Nursing Practice; Institute for Social and Policy Research; and the [Water Institute](#). All full-time faculty are actively engaged in research, discovery, and creative activities; many of them, some directly associated with one of the Centers, are nationally- and internationally-recognized scholars and researchers, working with community, industry, and government partners significant projects. Some examples:

[Dr. Chenn Zhou](#), NIPSCO Distinguished Professor of Engineering Simulation and Director of CIVS. Awarded \$7M grant from the Department of Energy to improve steelmaking processes; over \$32M in total awards.

[Dr. Neeti Parashar](#), Professor of Physics. She leads the high energy physics program at PNW and was a member of the team that discovered the Higgs boson, aka "The God Particle," at CERN.

[Dr. Michael Tu](#), Professor of Computer Information Technology and Director of the Center for Cybersecurity. Recently received \$6M grant from the National Security Agency to deliver cybersecurity workforce training.

[Dr. Frank Colucci](#), Associate Professor of Political Science and author of *Justice Kennedy's Jurisprudence: The Full and Necessary Meaning of Liberty*, the leading academic study of the former Supreme Court Justice.

[Professor Yueqi Zhang](#), Associate Professor of Visual Communication, is a graphic artist who has shown his work at more than 20 exhibitions. His students have created an extensive and varied [portfolio](#) of illustrations and graphic design.

Purdue Northwest provides many opportunities for [student research](#) at both the [undergraduate](#) and [graduate](#) levels. As also discussed in Criterion 2.B, the [Days of Discovery](#) (which pivoted to an [online format in 2020](#) due to the COVID-19 pandemic and continues as a [virtual event for 2021](#)) is an annual event at which "faculty members and students come together to celebrate research, scholarship, and creative activities." The format provides students with an opportunity to present their research in a traditional conference setting, including paper presentations, poster sessions, keynote speakers, and an awards ceremony. Student research activity can have great impact; as described in detail in Criterion 3.D, the University Food Pantry [Student Research Project](#) led to the eventual opening of food pantries at both the Hammond and Westville locations.

Along with Days of Discovery, the College of Humanities, Education, and Social Sciences (CHESS) hosts the [Clement Stacy Undergraduate Research Conference](#), providing additional student research opportunities. This annual conference brings together students and their faculty mentors from universities and colleges across the Midwest; the annual [proceedings](#) are published on the college's web site. While the 2020 conference was cancelled due to the COVID-19 pandemic, plans for fall 2021 are underway.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

Commitment to Diversity

Purdue Northwest has a continued commitment to the principles of equal employment opportunity for all persons. As such, the university annually develops and maintains a written [Affirmative Action Plan](#) to ensure that our employment practices are free of bias and discrimination based on race, religion, color, sex, age, national origin, ancestry, disability, genetic information, veteran status, marital status, parental status, sexual orientation, gender identity, or gender expression.

In addition to the Affirmative Action Plan, the Office of Equity, Diversity and Inclusion (EDI) annually reviews and evaluates PNW employment efforts included in the Affirmative Action Plans with senior leaders, deans, vice chancellors and the Chancellor. During these one-on-one meetings, hiring efforts in each area during the previous year are examined by EDI and the division leader. A “scorecard” detailing progress to reaching placement goals is created by EDI prior to the review for each college and staff department. The information on the “scorecard” summarizes the areas' efforts in achieving a diverse workforce. The division leader and the EDI director talk about and consider methods that will help them achieve the desired hiring goals. This may include investing in advertising in publications designed to reach a specific racial ethnic group, or females, who are not fully represented their units.

EDI holds [training](#) meetings with each search team prior to beginning their employment search. Purdue's [Non-Discrimination](#) and [Affirmative Action](#) policy statements as well as hiring procedures and practices are discussed in these meetings. In addition to “search and screen training” prior to each search, all job postings are reviewed by EDI to ensure that no potentially discriminatory statements are unintentionally included in the job posting. In addition, each PNW job posting contains the following tag to reinforce the message regarding diversity and inclusion:

Purdue University Northwest is committed to increasing the diversity of its faculty, staff, students and academic program offerings and to strengthening sensitivity to diversity throughout the institution. Purdue University Northwest is an EEO/AA employer fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

Ensuring Academic Quality with Excellent Faculty

Purdue Northwest is committed to seeking out and retaining an excellent and diverse faculty committed to the teaching, research, and engagement missions of the university.

As of September 30, 2020, Purdue Northwest faculty numbered 492 (509 with visiting faculty included). This includes 224 tenured/tenure track and 38 clinical faculty members; 24 continuing lecturers; one (1) postdoctoral scholar; and 205 limited term lecturers. Currently (2020), 274 of the 509 (53.8%) of the faculty are female, and 120 (23.6%) 509 faculty are members of a minority group. As detailed in Criterion 1.C, these numbers reflect a decrease of 239 instructional positions (70 T/TT and Clinical faculty) since unification in 2016, losses precipitated by enrollment declines and accomplished through a combination of Early Retirement Incentive Packages for T/TT faculty and non-renewal of contracts for other

instructional staff. Despite these declines in the faculty ranks, the levels of diversity have remained nearly constant, and is reflective of the demographics of two counties in which PNW campuses are located.

The current number of faculty are appropriate for the current levels of enrollment. The undergraduate student-to-faculty ratio of 12:1 fosters individual attention and faculty-student mentorship opportunities. Faculty maintain oversight of the curriculum; per [Article I](#) of the Faculty Senate Bylaws, the Board of Trustees delegates authority and responsibility to the faculties of the university to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes. These responsibilities include the power to develop curriculum, course content, instructional and examination procedures, and undergraduate degree requirements. Criterion 3.A details the processes for development of new courses and programs and the modification or retirement of existing ones. These responsibilities are carried out by various university-level and college-level committees that include:

- The [Educational Policy Committee](#) of the Faculty Senate is charged with the improvement of instruction, grading, admissions standards, academic placement, the academic calendar, and general education and curriculum policies.
- The [Curriculum Committee](#) is charged with the administration and oversight of the undergraduate outcomes-based core curriculum.
- [Curriculum committees within each college](#) review and approve courses and programs.

The selection of faculty members is based on training, experience, competence in teaching and research, and on their ability to work with others and become a part of the university community, as outlined in VCAA [Memorandum AA5](#), which specifically indicates compliance with HLC's Assumed Practice B.2.a (faculty qualifications). Specific policies address the appointment of [tenure and tenure-track](#), [non-tenure track faculty](#), [clinical/professional faculty](#), and [lecturers](#), and programs maintain specific [position descriptions](#) for "specialty" instructional staff, such as those teaching English as a Second Language in the English Language Program (ELP). The recommendation for academic promotions rests with the academic department heads and deans, but the recommendation must be approved by the President and is subject to final review and ratification by the [Board of Trustees](#). PNW faculty maintain oversight of the credentials of instructors in dual credit/concurrent enrollment. While Purdue Northwest has been granted an [extension](#) by the HLC, delaying compliance with B.2.A for dual credit instruction until 2023, the PNW faculty did not want to delay compliance that long, and instead [mandated](#) a shorter calendar, requiring all high school dual credit instructors to fully meet the qualifications requirement stipulated in Assumed Practice B.2.a by Fall, 2019.

Performance Evaluation

Once faculty are hired, Purdue University [policy](#) designates that as an institution committed to excellence it is necessary to maintain a regular performance review process to assure, support, and sustain the highest possible degree of excellence. Review requirements specify that each department or school director or chair, in collaboration with the corresponding dean, develops a performance review process that includes written feedback for assistant professors and associate professors annually and written feedback for full professors at least once every three years. PNW has adopted the [Interfolio platform](#) to manage the faculty annual performance evaluation process, which includes providing a teaching portfolio to highlight their contributions to learning, documentation of discovery and engagement activity, plus a self-assessment. In which they reflect on their teaching philosophy, discuss new teaching methodologies that they have implemented over the course of the year, and identify opportunities for professional development. The teaching portfolios are evaluated by department chairs, school directors, and deans. PNW program faculty in the colleges and departments determine the form and level of acceptable scholarly work, the documentation needed for evidence of teaching performance, and the types of service that are acceptable for evaluation.

As a part of the evaluation process, every course and every instructor are evaluated by students for each offering of the course except in cases in which confidentiality of the students cannot be assured. Presently, Purdue Northwest conducts [student evaluations of instruction](#) during the last two weeks of each semester via the online eXplorance Blue course evaluation system and on average, the university has a 60% response rate from students. A faculty task force recently re-examined the questions used in the course evaluations and their role in the overall assessment of teaching effectiveness. The primary purpose is to evaluate the course, but questions in the assessment are also geared towards the instructor:

1. The course was well organized to promote my learning.
2. I knew what was expected of me in this course.
3. The instructor promoted a supportive learning environment.
4. The instructor provided useful feedback that helped me learn.

5. The teaching methods used by the instructor helped me learn.

Faculty can add additional, course-specific questions to the survey as they desire. There is also space for open ended feedback. All course evaluation results are [shared directly](#) with individual instructors and their department chairs; deans receive a [summary report](#).

Course evaluations serve as one node in the evaluation of instruction. All full-time faculty also submit teaching portfolios on an annual basis, in which they reflect on their teaching philosophy, new teaching methodologies that they have implemented over the course of the year, and identify opportunities for professional development. The teaching portfolios are evaluated by department chairs, director, and deans. Finally, and in accordance with institutional policies, all tenure-track faculty undergo a progress towards tenure review on an annual basis. Excellence in learning is one of the cornerstones of this review process, which is conducted by departmental committees for the first three years of employment and then reviewed by both the department and college committees in years four and five of employment. Post-tenure reviews occur for associate professors seeking promotion to rank of professor. All other faculty are evaluated annually through the faculty performance process.

The Interfolio platform is also used in the [promotion and tenure](#) process, which follows official policies at both the [system](#) and the [campus](#) levels. [Colleges](#) also follow procedures which are specific for their faculty.

Appointments of adjunct faculty and limited term lecturers is guided by Purdue [policy](#); each Purdue Northwest college maintains an internal policy for the evaluation of adjunct faculty, such as this from the [College of Technology](#).

Teaching Support

The [Center for Faculty Excellence](#) (formerly the [Center for Faculty Development and Leadership](#)) provides faculty and other instructional staff with a [wide variety](#) of professional development opportunities and support, including a "[pedagogy circle](#)," individual consultations with faculty peer coaches, sessions on [specialized](#) instructional methods, midsemester feedback through Small Group Instructional Diagnosis course observations, and professional development for all modalities related to integrating global issues, activities, and experiences into class content and learning objectives.

The Center offers support for faculty participating in the Teaching Incentive Program (TIP) Award. In 2018, Chancellor Keon [launched](#) the program, which recognizes and incentivizes contributions to Purdue University Northwest in instructional excellence and teaching productivity; the program is entering its [fourth year](#) in 2021. [Applications](#) are submitted via the Interfolio platform and must include items such as a teaching portfolio, student evaluations, evidence of mentoring, and a narrative statement -- in essence, an encapsulation of the programs offered by the Center. The Center's offerings are very popular, with over 70% of full-time faculty taking advantage of one or more opportunities.

The Center also provides instruction on instruction. In fall, 2017, the university partnered with the Association of College and University Educators (ACUE) to offer to PNW faculty their [Course](#) in Effective Teaching Practices, which results in an ACE-endorsed Certificate in Effective College Instruction. As of spring, 2021, 72 faculty have completed the course and earned the certificate; an additional 44 instructors are currently participating. Summary data show that this is an [effective approach](#) to improvements in instruction, and faculty themselves have found this to be an extremely [beneficial course](#). [Assessment](#) of the program's outcomes have been positive; the average course grades in course sections taught by the ACUE-credentialed faculty increased in the year after faculty earned an ACUE credential. The increase was at a significantly higher rate than in matched course sections over the same time. The Center also sends out weekly [emails](#), reminding faculty of current event and trainings available.

Purdue Northwest has offered distance education, including online degree programs, for many years, and the Center (and its predecessors) offered a number of initiatives to support online course development to ensure quality across the curriculum. Instructors are also supported in their teaching by the [Office of Instructional Technology](#) (OIT), which offers a number of [instructor resources](#), including training sessions and one-on-one assistance on the learning management system and [other technologies](#) to support and enhance the student learning. The CFE and OIT collaborate closely on many faculty development initiatives, including the [Digital Learning Faculty Certificate Program](#), which supports faculty as they develop an online, hybrid, or technology-enhanced course. The program has been offered since 2007 and over 250 PNW instructors have participated during that time.

The real power of the Center was displayed in 2020 when COVID-19 rather suddenly forced all PNW instruction to go remote. The established collaboration between the CFE and OIT allowed the units to quickly design programming and support models to help faculty transition their courses to be taught in different formats due to the pandemic. Sixty-four faculty participated in a spring 2020 workshop series to develop their summer courses to be offered online, and 82 faculty

participated in a newly developed [PIVOT](#) (Planning Instruction for Varied Offering Types) program which was offered four times during summer, 2020. Resources such as the [Teaching During COVID website](#) and the [PIVOT Course Checklist](#) were developed and made available to all faculty. The pandemic prompted Academic Affairs to codify all of the practices, both long-standing and newly created, into official [guidelines](#) and expectations for online teaching.

Support for Professional Development

To facilitate faculty professional development opportunities, the colleges provide funding to their faculty. For example the College of Technology provides funding for:

- Development of projects/activities that are consistent with the Strategic Plan.
- Travel to present papers at professional conferences
- Attending short courses or workshops to learn new/innovative/state-of-the art technology or knowledge that is directly linked to faculty member's area of interest or expertise
- Release time or graduate aide support to develop new courses or develop materials for innovative delivery of existing courses
- Release time for writing external grant proposals
- Hardware/software/equipment or graduate aide support to do pilot studies in faculty member's research areas

At the university level, funding is available through applications for the following activities:

- Exploratory Grants: to facilitate and support exploration of new compelling intellectual questions or ideas
- Catalyst Grants: to facilitate and support initial research on an independent or collaborative project
- Interdisciplinary Project Grants: to facilitate and support NEW proposal development by a team of faculty.
- Proposal Submission Grants : to support faculty in the development of NEW, high quality proposals for external funding.
- PRF International Travel Grant: is to assist Purdue faculty members in scholarly achievement by providing a portion of the travel costs
- Training in innovative delivery, technology tools in the classroom through Office of Instructional Technology

The university also provides support for faculty [sabbaticals](#) as outlined in [Memorandum AA8](#).

Accessible for Student Inquiry

Purdue Northwest ensures faculty are accessible to students in a variety of ways, as outlined in [Memorandum AA6](#). [Departmental](#) and [College](#) websites provide contact information for departmental faculty. The searchable online [directory](#) presents results that include a faculty member's email address, office location, and campus phone number. The PNW [syllabus template](#) mandates that instructors include contact information; office hours are also typically made available.

Ensuring Expert Student Support Services

And as outlined in Criterion 1.C, there have also been decreases in levels of staff, again precipitated by enrollment declines and associated budget reductions. On September 30, 2020, Purdue Northwest had a total staff of 569, a loss of 63 positions since the unification in 2016. Of those, 350 (61.5%) were female and 152 (26.7%) were members of a minority. Despite these declines in the staff ranks, the levels of diversity have remained nearly constant, and is reflective of the demographics of two counties in which PNW campuses are located

At Purdue Northwest, staff members who provide student support services are appropriately qualified and trained. This is accomplished by:

- Clearly defining the roles for employees providing support services along with the base skillsets required
- Providing tools and processes for ongoing training
- Defining processes and tools to consistently evaluate performance of staff across the institution
- Ensuring staff understand and have the ability to take advantage of professional development opportunities

The Purdue system embraced a [Job Family Structure](#) as part of a three-year human capital management transformation project that began in 2018. The new job family structure adds clarity to performance standards, career paths, and promotion guidelines by means of a job structure that defines career streams, career levels, and families and sub-families. Through consistent classification, management is able to recognize incremental changes in job scope, complexity, and responsibilities, illustrated at a high level by the [Career Stream Level Guide](#). Through the introduction of this structure, employees who are engaged in a group of activities, such as a student support role, can be identified quickly for regulatory

or best practices training based on the level of expertise required for the job.

Purdue's system-wide Human Resources has adopted SAP's [SuccessFactors](#), a comprehensive portfolio of human resource modules that provide all Purdue staff a single system in which to perform HR-related actions, including goal-setting and performance evaluations. SuccessFactors works with the established Purdue job family structure classification (noted above) across each employee action to allow for review and measurement of activity by each grouping.

Training efforts are initiated prior to the first day of employment at Purdue. [Onboarding](#) begins within SuccessFactors, where departments are able to define the regulatory policies or practices that are unique to the new employee's function. This information supplements a New Employee Orientation which all new staff attend, forming a strong foundation for employee learning within the first week of employment. Human Resources also offers a [variety of opportunities](#) to enhance staff members' professional and personal growth.

All hiring and employment practices are guided by the Purdue [Human Resources Policies](#). All staff positions have an official [position description](#) which outlines the education, experience, and skills required for each position. It also includes a detailed summary of the job duties. All applicants must meet the minimum qualifications before they are forwarded on to the hiring supervisor or search committee for further review.

Staff Training and Support

After hire, job-specific training and development is done in the individual departments, as is appropriate for the unit -- such as these [activities](#) in the Office of the Bursar.. Activities usually include orientation and training, memberships in professional organizations, conference attendance, and departmental meetings/communications as warranted. Some specific examples, as recounted by the units:

The Financial Aid Office

We hold regular meetings with staff to ensure that any changes in legislation, regulations, or policies are understood. In addition, staff in the office are members of the National Association of Financial Aid Administrators, which provides regular updates on information coming out of the Department of Education. Staff are also signed up for listservs that provide updated information on these same items. Prior to the pandemic the Financial Aid Office had a budget for regular training conference attendance that was open to a handful of staff during a year. Those team members would then bring back and share (at the regular meetings) any relevant information gained. Now, with travel limited for safety and budget reasons, staff regularly identify and attend virtual trainings and professional development opportunities.

The Dean of Students Office

- *Staff member 1: Member of NASPA, the National Association of Student Affairs Professionals, and attends regular trainings and networking sessions (in person and virtual) in Student Affairs, Maxient (conduct management software), Title IX administration, and other relevant areas of practice.*
- *Staff member 2: Has received ATIXA training as a Title IX investigator, and is a specialist in Maxient, with 20+ hours of training completed. Conducts regular case management meetings and updates procedures according to changes in relevant laws or internal policies. Is a member of NASPA and attends regular external and internal trainings (in-person or virtual).*
- *Staff member 3: Has 15+ years of experience working in the Office of the Dean of Students, and has attended multiple trainings in Student Affairs, including student advocate training, sexual assault advocate certification, and mediation training.*

Center for Student Academic Support

Professional staff belong to the College Reading and Learning Association (CRLA) whose overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members; conference attendance for the last two years. Also participation in the SI List serv and various webinars pertaining to tutoring and Supplemental Instruction.

Undergraduate Student Workers work as Tutors and in Supplemental Instruction (SI). They must have an overall min. GPA of 3.0 and have completed the classes they support with a grade of 'B' or better. We also require a PNW professor's recommendation. Applicants must pass an interview process that starts out with a presentation pertaining to the course/subject they will be supporting and a question and answer period.

The fall semester starts out with a 2.5 day in-person SI Leader / Tutor training. The tutors are trained for one full day (about seven hours) on administrative tasks, communication, professionalism, adult learning strategies, tutoring

techniques, etc. During the COVID shutdowns, we developed about two-hour's worth of online modules that were placed in Brightspace followed by a four hour virtual training session on the same topics. The SI Leader training is normally two days (about 14 hours) and includes all of the tutor training topics mentioned above except that tutoring techniques are replaced by SI techniques and it includes much more role playing, discussions, watching and modeling SI sessions and walking through examples of interactive, cooperative exercises. This year, they had about four-hours of online modules to complete in Brightspace and four-hours of virtual training.

SI leaders meet with their coordinator for one-hour on a bi-weekly basis throughout the semester to touch base and for ongoing trainings. The tutors meet 2 -3 times during the semester to give and receive feedback and for supplemental training.

Academic Advisors

Academic advisors are housed in the various colleges/programs as well as in [Exploratory Advising](#). While advisors in the various colleges and programs have unit-specific position descriptions which include duties related to those areas, all share a set of [common elements](#). All advisors are expected to perform these basic functions, as well as any additional activities required to serve the needs of their students. [Staff in Exploratory Advising](#) receive specialized training and have additional duties to best support the students they serve.

Advisors participate in targeted professional development activities. Between April and December 2020, 24 advisors and career consultants participated in the [ACUE Course in Effective Teaching Practices, with a Concentration in Career Guidance and Readiness](#). As participants in the course, they learned about evidence-based instructional practices through 25 online modules and participated in regular group meetings to process and discuss their learning. Each module required participants to implement an instructional strategy in a class they teach or in their work with students, and reflect up on the effectiveness of the implementation. On average, participants learned two new instructional practices and expanded their knowledge about three additional practices in each of the 25 modules. When asked about the relevancy of the course content to their work, 94.3% of the participants agreed that the course content is relevant.

Twenty-one of the course participants completed the course requirements to earn an ACE-endorsed [Certificate](#) in Effective College Instruction with a Concentration in Career Guidance and Readiness.

Prior to participating in the ACUE program, Exploratory Advisors who are the instructors of the Exploratory First Year Experience course, GS 19100, participated in weekly professional development sessions from January through April 2020. The sessions were led by Dr. Emily Hixon, Director of the Center for Faculty Excellence, and addressed instructional best practices to incorporate into the redesign of this important course.

And, It's An Honor

Each year at the [Founders Day celebrations](#), the university recognizes exemplary performance by faculty and staff through formal awards, including specific recognition of faculty engagement, scholarship, and teaching. Faculty, staff, and students are [nominated](#) and then chosen through a competitive review process. The usual in-person event is being held virtually in 2021.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

Purdue University Northwest supports a wide range of [student resources](#) designed to meet the needs of the PNW student populations. These are offered through collaborative efforts between Academic Affairs and Enrollment Management and Student Affairs, in conjunction with the Dean of Students Office. The university's focus on student support is evidenced by the strategic plan's primary theme of an Enriched Student Experience, specifically in its fourth [goal](#) which calls for continued improvement in the cohesion and quality of the student experience and support services from enrollment through graduation.

Student Support Services

Purdue Northwest's division of Enrollment Management and Student Affairs provides a full array of services at both campuses in order to support students throughout their academic careers.

The Offices of Admissions, Financial Aid, the Registrar, and the Bursar are staffed and fully open during regular business hours; [Testing Centers](#) are open to meet student need. During COVID-19 restrictions, the university made necessary accommodations to ensure continued access, and continues to make adjustments for social distancing as needed.

The [Office of the Dean of Students](#) is ready to assist students with a wide variety of services, including [advocacy](#), complaints, issues related to [conduct](#), assistance with the [grade appeals](#) process, and other many other areas of need. In 2020 the Office of the Dean of Students collaborated with Institutional Advancement on a ["We Care" campaign](#) as a way of raising emergency funds during the annual [Day of Giving](#) to assist students facing additional challenges presented by the COVID-19 pandemic; the university found that even small amounts of assistance can [help a student](#) remain in college.

Another student support initiative -- the PNW Food Pantries -- has a rather remarkable history that involved students in its inception. In 2016 a group of 12 students from three unrelated sources (a College of Business Leadership course, the Honors College, and an Experiential Service Learning course) came together and worked under the guidance of two faculty members on a University Food Pantry [Student Research Project](#). For this project, the student team investigated levels of student food insecurity by [surveying students](#), located potential sources of food, outlined models of food delivery, reached out to the Food Bank of Northwest Indiana for assistance in creating a [business plan](#) and crafted an [implementation plan](#) for a PNW food pantry. The students [presented this plan](#) to senior leadership, where it was favorably received. Over the next three years the project was embraced and operationalized by the Office of Housing and Residential Education, and in 2019 the first PNW [food pantry initiative](#) was launched at the Hammond campus; six months later the [Westville pantry](#) opened. The PNW food pantries came to the notice of the local newspaper, the NWI Times, which [praised](#) the effort. The initiative is ongoing and thriving, with [monthly food distributions](#), meeting a critical need for PNW students.

The Dean of Students provides [veteran services](#) at both locations, as well as a [Safe Zone](#) program for support for LGBTQ individuals. The [Disability Access Center](#) empowers college-ready students with documented disabilities to participate fully in PNW by providing equal access and opportunity. Its services are available for in-person consultation at both locations upon request, with weekly scheduled virtual hours to accommodate COVID restrictions. These and other services are outlined in the [student handbook](#). Academic programs, such as [Nursing](#) and [Marriage and Family Therapy](#), also provide students with handbooks, as does [Athletics](#). And Housing and Residential Education provides a detailed [Resident Handbook](#).

The Purdue University Northwest (PNW) [Counseling Center](#) provides free and confidential mental health services to currently enrolled students at both locations. It supports the university's educational mission by supporting student's emotional/psychological development, and contributing to the growth of the individual and success throughout their college experience. Counseling provides students the opportunity to gain insight into their struggles, better understand oneself, and develop effective coping skills that reflect the individual's needs and values. Staffed with a cadre of doctorally prepared counselors, the PNW Counseling Center provides counseling with the highest ethical and professional standards as guided by American Psychological Association (APA) and American Counseling Association (ACA). The Counseling Center encourages students to utilize counseling as a developmental component of their educational experiences. The Counseling Center provides personal counseling, psychological assessment, and mental health screenings. For the Spring 2021 semester, services are being provided via a HIPAA compliant telehealth platform.

[Student Life](#) at PNW consists of over 80 student clubs and organizations, fitness and intramurals, housing, the Student Government Association and a Student Programming Board that provides input on events and programs (most of which have been altered during the pandemic to include remote, virtual, and drive-by/through components). The [student organizations](#) include a gamut of opportunities including the Black Student Union, Social Justice Club, InterVarsity Christian Fellowship, LGBTQ+ Alliance, The Pioneer student newspaper, and several Greek organizations. During the fall and spring semesters, Student Life sends a [weekly email](#) with a roundup of all current activities. Faculty, staff, students, and the community often come together to provide and experience programs of interest, such those for [Women's History Month](#), [Black History Month](#), and the recent [PNW Race, Racism, Anti-Racism Series](#).

The [Department of Housing and Residential Education](#) provides housing for all enrolled students at PNW. There are [specific communities](#) for graduate students, Honors College students, and first year students, and staff work to make each of these communities unique for the groups who live on these floors. First year students receive more attention and specialized programming that helps them with the transition to college. Honors College students are provided with housing and unique programming experiences based on their enhanced academic program. The Department of Housing and Residential Education also works with several partners across campus to meet the needs of specific populations -- working with Athletics to ensure those students are housed with teammates with similar schedules, and with international admissions and other campus offices to ensure the needs of international students are met in order to best help those students adapt to campus life and life in the U.S.

Learning Support

Since approximately 60% of PNW's students are first generation and nearly 42% are members of underrepresented minority groups, the university makes every effort to provide the types of support that these students need to succeed. Purdue Northwest's [TRIO and Educational Opportunity Programs](#) offer a robust suite of [support services](#) and include programs targeted to [first generation students](#) and [21st Century Collegiate Scholars](#). The TRIO programs' reach extends to high school students through [Educational Talent Search](#) and [Upward Bound](#) programs, and to graduate students through the [McNair Achievement Program](#), which includes a [summer research internship](#) and special, [remote programming](#) during the COVID-19 pandemic. TRIO also offers a number of [academic intervention strategies](#) and special programs such as the ones which enhance student general [wellbeing](#) and [financial literacy](#). Students in TRIO/EOP programs also have an advisor who helps first generation students navigate the university.

Students who are admitted to the university but who do not have the [qualifications](#) to be directly admitted to their preferred academic program, or who are undecided as to their desired academic path, are admitted to the University College and are supported by the staff and programs in [Exploratory Advising](#). Led by the Executive Director of Student Success and Retention and staffed with a cadre of specially-trained Academic and Student Success Advisors, Exploratory Advising offers these students a targeted first year experience course and additional support through tutoring, supplemental instruction, and specialized programming throughout the year, even during [spring break](#). See Criterion 4.C for additional information about the programs and interventions designed to improved retention and success for at-risk students.

Academic Advising

PNW provides comprehensive student learning support services focusing on the whole student from recruitment through graduation. Student services are multi-faceted and designed to assist students in overcoming barriers and challenges to learning while also providing student engagement opportunities for connections outside the classroom experience. The wide range of services include specialized staff ready to assist with academic tutoring, peer mentoring, and [faculty mentoring](#).

Accurate, professional, intentional and transformational advising is the key to student persistence and success. Purdue University Northwest has moved towards a [professional advising model](#) for each of its colleges as well as those students who are admitted to the institution in an Exploratory Pathway. The Executive Director for Success and Retention and the

Interim Associate Vice Chancellor for Academic Affairs lead advising activities at PNW. See Criterion 3.C for additional information about the advising position duties and professional development opportunities available to academic advisors.

Deans and associate deans have oversight for academic advising in the [colleges](#) and schools, which have program-specific advisors who advise all students in degree programs. Each student is [assigned an academic advisor](#) who is familiar with the student, the student's desired academic outcomes, and the student's academic program. The advisor communicates with the students throughout each semester regarding registration deadlines, academic offerings, academic performance, university resources, and degree progression. Students interact with their advisors through various media such as email, telephone, videoconferencing software, and face-to-face.

Exploratory students are assigned an advisor who provides advising support as students navigate PNW majors and who understand careers connected with each major. The advisors partner with students throughout a targeted First Year Experience with the goal of helping students to complete the steps that are necessary to officially declare a major and move into a degree-granting program.

Advising has evolved into a data-informed, transformational experience. Resources have been implemented to facilitate intentional outreach to students. PNW has deployed EAB's SSC-Navigate which allows advisors, student academic support services, the Dean of Students, and the TRIO programs to strengthen advising interventions and student support based upon individual academic performance and need.

Academic advisors are responsible for informing students of the appropriate course of action in terms of course scheduling and program planning that are consistent with the requirements for students' program of study. Academic advisors are knowledgeable about academic programs, degree requirements and academic policies pertaining to students' academic progress. Each academic advisor maintains scheduled office hours to discuss the above items, as well as to discuss the advisee's academic performance and its implications.

In 2018-19, the university underwent an [external review](#) by the National Academic Advising Association (NACADA). As a commitment to first generation and diverse students, PNW has committed to following NACADA guidelines on advising loads. All admitted students are assigned an academic advisor. Working with their advisors, students meet at least twice a semester with their academic advisors who provide guidance on course and field requirements. They also provide students information on career exploration and direct students to any services that they may require. For students who are undecided or conditionally admitted to the university, they are assigned to University College. Due to the needs of the students, PNW has invested heavily in advising in University College to support students' needs and success.

Infrastructure and Resources

The Purdue University Northwest [Library](#) provides a welcoming space, physical and virtual, to students on both campuses where they can come to study, access materials, and find answers to their questions. It supplies licensed online access to high-quality scholarly information and continues to actively manage and cultivate a valuable print collection. The collections number more than one million items including:

- 204,028 print books
- 279,665 digital/electronic books
- 7988 (physical) and 109 (digital) media items
- Approximately 693,000 microfiche and 10,000 boxes of microfilm
- Over 175 database subscriptions in addition to approximately 138,979 online and 26,759 print volumes (1664 physical titles) of periodicals
- Totaling 212,016 physical media, 26,759 physical journals, 418,753 electronic media and 703,000 microforms

The University Library hosts comfortable, student-focused study spaces and technology at both locations, including private study rooms, computer lab/classrooms, and a room equipped with technology and software which allow students to practice presentations. In addition to books, the library lends Chromebooks and PC laptops for students to use temporarily or for the semester, and provides has over 70 open PC computers and 10 Macs for general usage, along with three scanners and two binding machines for student projects.

University librarians teach students and faculty to [identify](#) and use a full range of electronic and print [resources](#) for their research. Librarians offer both face-to-face and telephone reference assistance, as well as online consultations via a variety of platforms, including email, chat, Zoom, and WebEx. Customized instruction sessions are provided on request to foster information literacy skills and improve overall student success. Supplemental online [guides](#) are developed by librarians for individual subjects or courses to reinforce basic research skills. Librarians work with program administrators and

individual instructors to collaborate on meeting students at their point of need, and in many cases liaison librarians and course library guides are embedded directly into individual course sites within Brightspace, the PNW Learning Management System. This helps to open a direct line of communication with students and remind them that librarian assistance is only a click away.

In response to the COVID-19 pandemic, the library team has worked swiftly to adapt to the university's increasing distance education needs. Video tutorials and [additional online guides](#) have been developed to help bridge any gaps between physical and virtual classroom experiences. Collection development has focused more on ebooks and other digital purchases that are accessible to students from any location. In addition, [resources](#) have been gathered to aid students in navigating and appraising the abundance of information and misinformation surrounding the global situation. The Library has added hours to [accommodate](#) in-person, virtual, and curbside service during the pandemic.

The university Archives preserves and maintains the institutional knowledge of Purdue University Calumet, Purdue University North Central, and Purdue University Northwest. The collections include over 10,000 historic photographs (such as [this](#) one of the first Purdue Calumet Director, Millard Gyte, at the Lake County fair in the 1950s), audio collections (such as this [recording](#) of Jean Shepherd, author of the film *A Christmas Story* and Hammond, Indiana, native), and 35,000 pages of historic documents, digitized and available to the public through [PNW Digital](#). The Archives is currently participating in living history, spearheading the [PNW COVID-19 Archive Project](#) in which to record the lived experience of a global pandemic in northwest Indiana.

PNW's Information Services (IS) provides and manages an array of [technology services](#) for students. The [Customer Service Center](#) is a first stop for problems with passwords, logins, hardware, and other problems with access to PNW's online services. Students can find support for the Brightspace LMS from the [Office of Instructional Technology](#) and through online [resources](#). General information about Information Services is available through the IS [FAQs](#) and the [Student Technology Guide](#). The [Alert Me!](#) emergency text messaging service provides timely notifications about urgent situations and interruptions in operations, such as closures for bad weather. IS monitors customer satisfaction through the Measuring Information Service Outcomes (MISO) [survey](#); in 2018 the [results](#) showed that students value IS services (which includes the Library) as important and that they are generally satisfied with them. Students can also access general information from the website's student [landing page](#) and the PNW [mobile app](#).

Purdue University Northwest focuses on providing and maintaining physical and technology infrastructures of the highest quality. Information Services supports 12 open [computer labs](#) and three attended labs at the Hammond and Westville campuses campus; over 50 software applications are available for student use. All student lab computers are replaced on a [5-year cycle](#). The university has seven "active learning" classrooms (with mobile instructor, multiple displays for screen sharing and collaboration), 160 rooms with lecture capture (140 of those with projector and/or large displays; 20 with full lecture capture capacity with cameras). There is wireless coverage in all interior spaces and on all of the primary green spaces on both campuses. There is also wireless access in the Hammond parking garage. There are 77 class laboratories across both locations, equipped with [state-of-the art equipment](#). The university maintains Testing Centers at both locations such as this planned [new one](#) at the Hammond campus.

Of special note are several innovative, cutting-edge facilities at both locations:

The Nils K. Nelson [Bioscience Innovation Building](#) which opened in 2020. The Bioscience Innovation Building offers state of the art Biology labs, Nursing simulation labs, and modern active learning classrooms.

The [Center for Innovation through Visualization and Simulation](#) (CIVS) applies simulation and visualization to solve real world problems and create innovative solutions for industry, education, and the community, providing students with cutting-edge educational opportunities.

The College of Technology maintains a number of [dedicated technology labs](#) that provide application-oriented learning experiences with "real-world equipment," making graduates career-ready and attractive to prospective employers. Projects such as using 3-D printers to [make parts for face shields](#) is a typical activity.

The [Commercialization and Manufacturing Excellence Center](#) (CMEC) is an 18,000-square foot facility that provides state-of-the-art laboratories with advanced manufacturing-training equipment including robots, programmable logic controllers (PLCs), electrical and mechanical machinery.

The White Lodging [School of Hospitality and Tourism Management](#) provides technology-rich computer labs and classrooms, a state-of-the-art beverage lab and kitchen spaces, and a professionally-equipped restaurant offering both front-

of-the-house and back-of-the-house experiences. The restaurant is open to the public and students serve lunch and [dinner](#) during the fall and spring semesters; operations have been changed to curbside and [carryout](#) options during the COVID-19 shutdowns.

The [James B. Dworkin Student Services and Activities Complex](#) (DSAC) is an 86,000 square foot building named after the former Purdue North Central's Chancellor. This complex on the Westville campus opened in May of 2016, and includes a full-sized gymnasium, a fitness facility with indoor running track, and a spacious conference center. [Sinai Forum](#) events are held in the facility, and in 2018 DSAC hosted the Indiana [U.S. Senate debate](#).

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Purdue Northwest is committed to delivering high quality programming, both inside and outside the classroom. Students benefit from some of the most effective and modern teaching and learning approaches as well as the cutting-edge curriculum that is created by faculty who are active researchers who collaborate with professionals in business, industry, and healthcare.

PNW is academically autonomous at the undergraduate level, and faculty have control of the curriculum in all academic programs at PNW. Curriculum is proposed at the program/department level, and then progresses through a multi-stage [approval process](#) which includes review at the college/school level and Faculty Senate.

Graduate study at PNW (and at the other regional campuses) is under the administrative purview of Purdue University at West Lafayette (PWL) and the administration of graduate programs lies under the authority of the larger system-wide [Graduate School](#) body. The Purdue University [Graduate Council](#), the faculty body responsible for making academic policies and approving new graduate programs and courses. New course proposals are sent to one of five area committees of the Graduate Council for review before being sent to the full Graduate Council for approval.

As with many facets of higher education in Indiana, the Indiana Commission for Higher Education (ICHE) manages the [Statewide Transfer General Education Core](#) (STGEC, recently rebranded as the "Indiana College Core") and PNW's general education core curriculum maps to the competencies outlined by the state. There have been recent initiatives which have revisited and revised the approach to PNW's general education. The progress toward adopting the [proposal](#) outlining these refinements has been slowed by the COVID-19 pandemic shutdowns, and the [timeline](#) as outlined in the strategic plan may be slightly delayed, with pilot in fall, 2021, and adoption in spring, 2022.

Purdue Northwest is proud to offer students a robust slate of opportunities in experiential learning, research and discovery, and civic engagement. Through real-life [experiences](#), events such as the [Days of Discovery](#), and direct involvement with the local community, with guidance from award-winning [faculty](#), PNW prepares its students for life and work in the 21st century.

PNW is able to accomplish its mission through its excellent faculty and staff. The university follows specific hiring practices, provides support for training and professional development, and engages in regularly scheduled performance evaluations. Purdue Northwest ensures that faculty are trained to offer instruction in a variety of modalities, which was critical to the successful [transition](#) to all-online education prompted by the COVID-19 pandemic for much of calendar year 2020.

The university has also invested in the infrastructure and resources needed to support faculty, staff, and students as they reach their educational goals. [State-of-the art facilities](#) and laboratories equipped with cutting-edge technology and equipment and robust technology support for online and virtual activity combine to provide PNW students with the highest quality educational experience, whether on one of Purdue Northwest's campuses or from remote locations across the globe.

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4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Prior to unification each of the legacy campuses had separate approaches to assessment and its own program review [process](#); the new unified PNW needed to create new, unified assessment procedures, including an program review process for the new institution. These [efforts](#) began in 2017, but as work progressed the university administration decided that participating in a formal strategic resource allocation (SRA) process would best position the new institution for overall success moving forward. The SRA review would be followed by another, formal strategic planning process which would be informed by the SRA review results. This [multi-year](#) strategic [initiative](#) was dubbed *Imagine PNW* and was guided by [Campus Strategies](#), LLC, a management consulting firm devoted to the business of higher education.

Imagine PNW activity commenced with steering committee and review task force [membership](#) selections and broad [communication](#) with the university community, followed by participant [training](#). Each support function and academic program completed a self-study template (such as these examples from Nursing's [RN-BSN](#) and [Computer Graphics Technology](#)) which was informed with enrollment data from Institutional Research and budgetary data from the Business Office. The two review [task forces](#) reviewed each template with a [scoring rubric](#) and produced final [recommendations](#). Thus the review of the academic programs in this process became the foundational benchmarks for PNW.

The faculty and academic leadership reviewed the recommendations in academic report and some recommended changes have been implemented. One example of such action is represented by the programs in Computer Science, which were given high marks:

Master of Science in Computer Science (Template # 49): *A successful graduate program with growing enrollment and degree completions as well as positive revenue. The opportunity analysis in the template describes a clear direction for the program and what it needs going forward. This direction includes; expansion of course offerings, searching for new faculty, and hiring a systems administrator to maintain the computer labs.*

Bachelor of Science in Computer Science (Template # 97): *Enrollments in this program are growing and graduation rates are increasing. This program has great potential for growth given external demand and the opportunity analysis clearly charts a student-centered path for enhancing performance. Increased investment could provide new faculty hires, an expanded menu of courses, and the revision of existing courses to four credits with added lab sections*

Subsequent to this report, the Faculty Senate produced a [formal resolution](#) and [approved](#) a [recommendation](#) to create a new department of Computer Science housed in the School of Engineering, in order to maximize its impact.

Once the *Imagine PNW* SRA process was completed, work on an academic program review process recommenced. A [task force](#) comprised of faculty from each college began meeting in May 2019 and the final process [document](#) was approved in the spring of 2020. The Purdue Northwest Office of the Provost now requires program reviews for each academic department on a five- to six-year cycle, which is dependent on specialized accreditation timelines. The goal of Academic Program Review is to gauge the general health of academic programs and their alignment with and contributions to institutional goals, as well as to provide insights and feedback on future plans. Each academic unit prepares for the review with a [self-study](#) focused on a comprehensive assessment of where the unit is currently and where they would like to be going forward and which includes enrollment, market, and assessment data which are provided by Institutional Research. In concert with the development of the APR process, IR initiated a routine through which they will produce enrollment and market analysis reports for each academic department after the end of every spring semester. These [reports](#) are housed in an internal shared drive and will be available to all academic programs each year, so that they will have those data at hand to use for planning needs, as well as to inform their APR self-studies.

Given the timing, the process is in its first iteration this academic year, with Hospitality and Tourism Management and Biological Sciences participating. A review panel comprised of 11 faculty (two from each college and one Faculty Senate representative) [review](#) the APR [self-studies](#) and will make a final report to the academic unit, the dean, and the Provost. We will assess the process after this initial cycle to determine its efficacy and ease.

In addition to external reviews, Purdue programs continue to enjoy standing with 15 [specialized accreditation agencies](#) as outlined in more detail below.

Transfer Credits

In fall 2020, Purdue Northwest [admitted](#) 579 transfer students, primarily from within Indiana; all transfer credits are processed through the Office of the Registrar. Transfer credit is a credit represented on a transcript from a regionally accredited institution of higher education and can be awarded in a [number of ways](#) [transfer resources] such as through testing programs, articulation [agreements](#) for specific majors with the Indiana Commission for Higher Education (ICHE), articulation agreements with other institutions, departmental approval, dual credit/concurrent enrollment programs, and/or Military Bridge Programs and [veterans experience](#).

PNW participates in a statewide [transfer initiative](#) coordinated by the Indiana Commission for Higher Education (ICHE). Indiana's public policy focus on the timely completion of college degrees has led to an emphasis on making transfer of courses across institutions more straightforward and seamless. As part of this effort, ICHE has established the [core transfer library](#) of commonly taught courses across universities and community colleges in the state. The [Indiana College Core](#) (formerly the Statewide Transfer General Education Core, or STGEC), also sponsored and promoted by ICHE, consists of 30 hours of general education credit transferable as a block of credits between public institutions in Indiana. This College Core aligns with Purdue's [General Education Curriculum](#), so students transferring these credits to Purdue Northwest have completed the equivalent of general education requirements here.

A student who has completed credits at other institutions of higher education and wish to transfer credit for individual courses to PNW, may check the [Transfer Credit to Purdue University Northwest](#) website to search for courses and determine the transfer status. If a course has not already been approved for PNW credit, the student and the student's advisor may submit a request and a syllabus of the course to the department chair who will determine course equivalency based on substantially equivalent learning outcomes. For transfer courses determined to have equivalency, they will be applied toward meeting degree requirements in the same manner as the PNW courses for all programs of study.

The PNW [Testing Center](#) maintains a website [outlining credit](#) for prior experience or study. Purdue Northwest accepts credit by exam for Advanced Placement (AP), College Level Examination Program (CLEP), DANTES, ECE and International Baccalaureate (IB) exams. PNW also offers departmental proficiency examinations that are developed, proctored, and assessed by faculty within a specific discipline. Military veterans or active-duty personnel with six months to one year of military service will receive four hours of undistributed credit. Those with at least one year of service will receive eight hours of undistributed credit. Although this credit is not evaluated for specific course equivalencies, academic departments may apply these credits to specific degree requirements as appropriate.

Institutional Oversight of Educational Programs

The Purdue Board of Trustees has [delegated](#) to the faculty in the academic colleges the power and responsibility to

establish and review course content, prerequisites, curricula, requirements, certification for graduation, etc., and to advise in matters of educational policy. These powers are also outlined in section III.B of the [Constitution](#) of the Purdue University Northwest Faculty.

PNW has academic autonomy at the undergraduate level, and the [Educational Policy Committee](#), a standing committee of the PNW Faculty Senate, oversees academic policy and regulations such as grades and grading, standards for admission, transferability, articulation, the academic calendar, policies for scheduling classes, dual credit/concurrent enrollment, general educational policy, general curriculum standards, and general academic organization. Purdue Northwest does not have autonomy at the graduate level, and the [Graduate Council](#) oversees program and course approvals and is comprised of 25 appointed members. (See Criterion 3.A for more information about the Graduate Council.)

Authority in Dual Credit Programs

As a National Alliance of Concurrent Enrollment Partnerships (NACEP) [program](#), the Office of Concurrent Enrollment Programs (OCEP) at PNW must adhere to multiple standards related to consistent learning outcomes and levels of achievement between the on-campus and high school sections of dual credit courses.

First, all new concurrent enrollment instructors are assigned a PNW faculty member in their discipline with whom they will work to align curriculum and ensure consistency during the course, as well as to provide support and feedback. Instructors must attend a New Instructor Orientation, conducted by the PNW faculty liaison(s) in their discipline, where they receive their first exposure to discipline expectations (i.e., philosophy, grading standards, learning outcomes, key assessments, rubrics/scoring guides, textbook requirements, syllabus requirements, etc.). At this event, instructors and departmental faculty members engage in discussion and exploration pedagogical choices, and course-content related issues.

Following the New Instruction Orientation, instructors create their course syllabus in concert with PNW Concurrent Enrollment Program (CEP) Faculty Liaison. Syllabi are reviewed each semester by the academic departments to determine that they meet discipline expectations. Liaisons confirm the below matching aspects of the on-campus and high school syllabi:

- College name
- Course title
- Course number
- Course description

Further, the learning objectives on the high school section syllabus are to be the same as the PNW syllabi, and are highlighted on both copies when submitted for accreditation, to confirm the stated learning outcomes are equivalent. Once approved, PNW faculty liaisons submit the paired syllabi to the OCEP.

Specialized Accreditation

A number Purdue Northwest academic programs in all colleges are accredited by the following professional/specialized accreditors. They include:

[Accreditation Board for Engineering & Technology](#) (ABET)

[Applied and Natural Science Accreditation Commission](#) (ANSAC) of ABET

[Computing Accreditation Commission](#) (CAC) of ABET

[Engineering Accreditation Commission](#) (EAC) of ABET

[Engineering Technology Accreditation Commission](#) (ETAC) of ABET

[Accreditation Commission for Education in Nursing](#) (ACEN)

[Accreditation Commission for Programs in Hospitality Administration](#) (ACPHA) (currently undergoing review)

[Association of Technology, Management, and Applied Engineering](#) (ATMAE)

[Association to Advance Collegiate Schools of Business](#) (AACSB International)

[Commission on Accreditation for Marriage and Family Therapy Education](#) (COAMFTE)

[Commission on English Language Program Accreditation](#) (CEA)

[Council of Accreditation of Counseling & Related Educational Programs](#) (CACREP)

Initial accreditation 2012; currently participating in reaccreditation visit

Council of Accreditation of Educator Preparation (CAEP)

Hammond initial accreditation 2001; subsequently accredited 2008, [2016 \(action report\)](#)

Westville initial accreditation [2013 \(action report\)](#)

Currently being reviewed for reaccreditation (granted an extension due to the merger)

[Council on Social Work Education](#) (CSWE)

[National Alliance of Concurrent Enrollment Partnerships](#) (NACEP)

Evaluating Graduates' Success

Each semester, the PNW Career Center conducts a [First Destination Survey](#) with graduating students regarding post-graduation [outcomes](#). It provides summary data on a graduating class that is used for the University's annual report, academic departments, current/prospective students and employers. With this data, we are able to determine how students are utilizing their PNW degree and if they have been successful in obtaining gainful employment or if they have been accepted into programs of advanced study.

The 2020-21 data collection period yielded a response rate of 69%. The data and responses collected showed a *positive outcome* (meaning employment, military, continuing education or program of service as the primary post-graduation activity) of 68%. While these figures are down from the 2018-19, when there was a response rate of 74% and a positive outcome of 81%, the numbers are encouraging, given the magnitude of the impacts of the COVID-19 pandemic.

One drawback with the data as presented is that participation is completely voluntary and thus doesn't represent the entire graduating class so the number of positive outcomes could be higher or lower than those reported. It is imperative for the academic units to assist the Career Center in gathering this outcome data. As part of the process, during each data collection cycle the Center staff send faculty and staff a list of graduates who have not responded, and provide them with a link to report career outcomes such as employment or acceptance into a program of advanced study. The response to this outreach in past years has been minimal; however in the past two academic years, positive career outcomes have become increasingly important to faculty.

Methods of collecting graduation outcome data include regularly scheduled emails informing graduates of the purpose of completing the survey; administering the First Destination Survey during Grad Expo Week; phone calls made by Career Center staff members directly to the graduating students; utilizing information found on reliable social media profiles such as LinkedIn with the assistance of HEPdata; and collecting knowledge responses from faculty and staff.

The efforts of the Career Center to assist students in successfully preparing for their post-PNW future can be seen in the career development and career planning services which include connecting students with employers who have targeted recruiting goals which are directly related to the majors and plans of study offered at Purdue University Northwest.

PNW engages with external employers to meet their workforce needs and allows for employment opportunities for PNW students and alumni. This engagement allows for seamless connection between the university and its community partners while assisting students in finding employment as well as employers filling recruitment needs. The Career Center currently connects 20,000 employers worldwide with Purdue Northwest students and graduates via the [Handshake](#) network; during the 2018-19 academic year (the last year with reliable data, as COVID-19 disrupted operations for much of the second half of 2019-20), the Center added 5,064 employers to the those engaged with PNW via Handshake. Employers in the Handshake network posted jobs, internships, fellowships and co-operative educational opportunities for our job seeking community. Other areas of the university, such as the College of Business [Center for Career Management](#), also connect students with career counseling and career resources.

Purdue Northwest has twice participated in the [Gallup Alumni Survey](#) sponsored by the Indiana Commission for Higher Education (ICHE), in 2018 and 2020. PNW anticipated some challenges in the [2018 survey](#) administration, in that in large part alumni associated themselves with one of the two legacy campuses (Purdue Calumet or Purdue North Central) instead of the 'new' Purdue Northwest.. There had only been one (2017) PNW graduating class at the time, and alumni had voiced allegiance to one campus or the other, so questions for all three institutions were included in the survey. By [2020](#) there had been nearly four years of **PNW** graduates, so that model was abandoned, and something (presumably COVID-19 shutdowns) drastically impacted the format of the institutional report that Gallup provided to the university. The differences in content, format, and presentation make a comparative [analysis](#) of the two surveys difficult. However, for questions related to [employment](#), the results show that 78% of PNW alumni are employed in positions completely or

somewhat related to their undergraduate degrees, and 48% were able to find a good job within six months or less of graduation. The survey also includes [well-being indicators](#), and when compared to college graduates nationally, higher percentages of PNW graduates are "thriving" on all indicators except physical well-being.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Assessment Processes

Purdue Northwest is dedicated to ensuring the educational achievement of its students, as were Purdue Calumet and Purdue North Central. Assessment procedures and processes were handled differently at each of the two legacy campuses, and one of the first orders of business for the unified institution was the development of a cohesive and unified approach to the assessment of student learning. To these ends, soon after unification in 2016 the PNW Faculty Senate created an Assessment Steering Committee which was charged developing a [Student Learning Assessment Plan](#) which was approved in spring, 2017. Later that same year, the Faculty Senate [adopted](#) university learning outcomes, which were based on the AAC&U Liberal Education and America's Promise (LEAP) outcomes. In ongoing maturation and development of the assessment of student learning, the procedures for assessing General Education, addressed in the Student Learning Assessment Plan and revisited shortly after in the first annual [update](#), were [refined](#) in order to more explicitly map the PNW and LEAP outcomes to [those outlined](#) the Indiana College Core (at the time, the STGEC) which are discussed in greater detail in Criterion 3.B.

Along with the actions being taken by the Faculty Senate, in the months following unification there were other assessment activities taking place in the colleges and academic departments, such as a [workshop](#) sponsored by the College of Humanities, Education, and Social Sciences, and assessment proposals for programs in various [disciplines](#). On an ongoing basis at PNW, assessment of student learning, evaluation of results, and development of action plans continue to be conducted and reviewed by program faculty and curriculum committees in a number of ways. One example is this [assessment retreat](#) during which the Basic Course Committee met to consider the curriculum of the general education communication course, based upon an examination of student learning outcomes, assessment data, and national trends. For over 20 years, the COM 11400 curriculum was based on a hybrid model. National trends indicated a move away from the hybrid approach and a return to a focus on public speaking. The committee recommended that the department revise the basic course curriculum to focus more on public speaking, and this review resulted in a change to the course assignments and assessment.

The Office of Institutional Effectiveness works with academic departments and programs to record outcomes at the program, college, and institutional levels in the Taskstream by Watermark (formerly just Taskstream) accountability management system. Each academic program's [mission, learning outcomes, and curriculum map](#) (as in this example from the BSA in Accounting) are standing requirements which provide the foundation for all assessment activities. Programs then enter assessment methods, assessment results, and samples of student work into the Taskstream platform for each assessment cycle.

For each learning outcome entered into Taskstream, program assessment coordinators generate a performance measure, a result, and operational plan. The operational plan is the basis for evaluating both the programs and the tools used to assess the programs, closing the feedback loop. Operational plans can include:

- A summary of the data collected.
- A determination that goals were or were not met.
- A discussion explaining why goals were met, exceeded, or not met.
- A plan for further action for both goals and student learning.
- An evaluation of the assessment tool(s).
- Proposals for any changes or modifications to the assessment tools.

The area of the Taskstream system where these data are housed is called, appropriately, the "Program Assessment and Action Plan Workspace." Reports generated from the system provide a summary of program assessment activity: [B.S. in Electrical Engineering](#); [B.S. in Psychology](#); [M.S. in Marriage & Family Therapy](#); [B.S. in Physics](#).

The Taskstream platform is also used to house general education assessment data. As outlined in the Faculty Senate's General Education Assessment Process [document](#), the General Education and Assessment Committee has responsibility for oversight of the assessment process, which is conducted by the program faculty offering the courses. The process also outlines a schedule for course revalidation by competency.

As discussed in greater detail in Criterion 3.B, after unification Purdue Northwest adopted a distribution model for its general education core curriculum, merging the two legacy campuses' approaches and course lists after the faculty agreed on a set of competencies which aligned with those [mandated](#) by the state. Each academic department that delivers general education curriculum is responsible for a "program assessment" of the courses included in a given competency and that were offered during a given assessment cycle. For example, as noted in the general education course [list](#), the Department of Mathematics has 11 courses in [Quantitative Literacy](#) and the Department of Computer Science offers two courses in [Technology](#). Program faculty in those departments enter the assessment data for those courses into the Taskstream platform; members of the Faculty Senate General Education and Assessment Committee have access to those gen ed courses and can see and report those data. The Committee's [report](#) on the First Year Experience (FYE) general education component is an example of this process.

To help facilitate assessment in their units, some colleges have a person or persons dedicated to assessment activities. These are usually in areas with specialized accreditations, such as the College of Business with a Director of Enrollment Management and Assessment, and the School of Education and Counseling's Assessment Coordinator. However in almost all departments, program faculty are directly involved in development and assessment of student learning outcomes and continuous improvement efforts, as is evidenced by the [list](#) of PNW faculty and staff with Taskstream accounts. Purdue Northwest's decentralized approach for managing assessment processes within colleges and departments, combined with centrally established expectations, provides flexibility and assures effective assessment.

Co-Curricular Program Assessment

Co-curricular program assessment is not yet as formalized as is that for the general education curriculum, and (as is also the case for general education) linked to two initiatives from the Indiana Commission for Higher Education (ICHE).

While there is [discussion](#) as to the exact nature of "co-curricular," PNW offers students many co-curricular opportunities, including participation in the [Student Government Association](#) (SGA), other student [organizations and clubs](#), and [athletics](#). Some activities are [linked](#) to academic majors, others are related to [community engagement](#). The Dean of Students [recognizes](#) student activity each year, and PNW has developed a process to generate a [co-curricular transcript](#). However, PNW views co-curricular activity as not only complementing the formal curriculum, but as an integral part of academic programming. This is done through the Experiential Learning graduation requirement which is described in greater detail in Criteria 1.C, 2.B, and 4.A, and [assessed](#) through a process managed by the Faculty Senate.

Experiential learning as it relates to the ICHE "Career Relevance" initiative is also outlined in Criterion 2.B. Co-curricular programming, assessment, and reporting are encompassed in a related but separate ICHE [initiative](#) focused on the Comprehensive Learner Record (CLR), launched in November 2019. This initiative was prompted by the provision included the current ICHE strategic plan, [Reaching Higher in a State of Change](#), to "Develop a digital, easily-sharable student-owned record, like a passport, that collects information about the skills and knowledge learners earn over the course of their education and careers" ([p. 24](#), under "Talent.") The project involved teams from each institution, and was informed by the [Comprehensive Student Record Project](#) sponsored by AACRAO and NASPA.

Purdue Northwest's team included members from Academic Affairs, the Dean of Students, the Registrar, Enrollment Management, Institutional Research, and Information Services. Over the course of 14 months (the timeline delayed because of the COVID-19 shutdowns) and a number of sessions and meetings, the PNW team [reported](#) their findings, decisions, and [plans](#) to the Commission, and [convened](#) a PNW group to move forward with several internal recommendations, including implementing the [CampusGroups platform](#) to manage student organizations and the CLR. There are also current discussions about a plan to frame the PNW co-curricular experience around five basic tenets:

- Leadership
- Service & Civic Engagement
- Global Engagement
- Diversity & Cultural Competency

- Campus Engagement

with future discussions of how to link co-curricular activity and the general education core curriculum. The implementation schedule for CampusGroups currently includes a fall, 2021 start date, and ongoing conversations on how to best frame these activities for PNW students.

Student Satisfaction

Purdue Northwest monitors student satisfaction with instruction via the eXploration Blue course evaluation system. Satisfaction surveys are available and promoted to all students in each course via the Brightspace LMS; there is a standard list of questions but faculty are encouraged to add additional ones that they feel are pertinent. Response rates hover around 60%. Faculty and the department chairs have self-service access to detail reports via web link; deans receive summary [reports](#). The faculty, chairs, and deans are notified of report availability via [email](#).

PNW also administers the National Survey of Student Engagement (NSSE) every two years to monitor levels of student satisfaction and engagement. Despite repeated outreaches to students, the response rates are low; in [2018](#) 11% of first year students and 16% of the seniors surveyed responded. In [2020](#), the survey was administered during the first stages of the COVID pandemic-related shutdowns and response rates further declined; only 9% of each group are represented. These very limited results indicate that PNW students lag behind those from peer institutions on several indicators, including Collaborative Learning and Student-Faculty Interaction. At the same time, a majority of seniors report gains in Thinking critically and analytically; Writing clearly and effectively; Acquiring job-related knowledge; Analyzing numerical and statistical information; and Understanding people of other backgrounds, along with several others.

Faculty and staff in Academic Affairs and Student Services review [these data](#) and discuss programming, support systems, and academic interventions to make improvements. Some concerns can be addressed through improved communication with students; although all Nursing students participate in hours of hospital clinicals, they don't recognize that activity as "field experience" (only 21% in [2018](#) and 16% in [2020](#)) and while all Engineering students complete a senior design project, they don't consider those to be a "culminating senior experience" (only 58% in [2018](#) and 63% in [2020](#)). There are other issues that need additional investigation and analysis and there will be additional discussion with faculty to create more formalized processes to address them. Those efforts are discussed in more detail in Criteria 1.A and 3.D.

Use of Assessment Results to Improve Student Learning

In preparation for this Argument, colleges were asked how they use the information gained from assessment to improve student learning. Some of their answers:

The College of Business has continued to strive for a stronger more robust assessment system over the years. A newly formed Undergraduate Curriculum Committee, as well as, the COB faculty and their individual disciplines, have worked together to review the results, identify action items, and determine implementation plans for continuous improvement. For example, direct and indirect measurement results have identified that oral and written communication in our undergraduate students have not been meeting the target. The College of Business implemented a curriculum change of adding a Business Communication course that would focus specifically on professional business communication skills. In addition to the newly developed course, the college has also embedded a 4-course business experience sequence. These courses expose and reinforce the needed communication skillset for our graduates. Our end of the program assessment results have shown a growth in the area of oral and written communication since the implementation of both the Business Communication course and COB Experience Program. Another example is at the course level; our undergraduate level operations course implemented a group project that would require students to complete hypothesis testing and implement regression analysis based on a direct measurement showing this as an area of concern. The most recent results show this item is no longer an area of concern and the loop has been successfully closed. Overall, the college continues to improve student learning at the course, major, and program level to best prepare our business graduates.

The Honors College utilizes a variety of means to improve and enhance the student learning experience. One unique way is through an extensive peer mentoring program, in which advanced Honors students are assigned several new incoming Honors students to mentor during their first semester. Meeting regularly with their mentees, the peer mentors collect invaluable information regarding "what works" and what does not for these new students. The information feeds into a process of continuous improvement—which includes, inter alia, feedback from student course evaluations, advising reports, and graduating senior exit surveys—to enhance the Honors curriculum and co/extra-curricular experiences.

We do this in many different ways for graduate students in the College of Nursing. Here are a few of them:

- Faculty solicit input from students throughout the semester to identify opportunities to improve student learning.

For example, some faculty send out midterm Qualtrics surveys to see what's going well, what the students would like to change, and questions they may have. They then take action to address any issues.

- *Faculty review student evaluations after each course to see that aspects of the course may need to be tweaked to provide better learning for students.*
- *Faculty review test items to determine if the item should be retained and they hold review sessions so students can learn from their mistakes and enhance their learning.*
- *Faculty review achievement on specific assignments and may elect to modify the assignment based on student performance. For example, rather than having students submit one paper, we may change the assignment so that students complete the paper in parts so we can provide feedback to improve their performance and enhance their learning.*
- *In addition to asking students to evaluate each course and course objectives, we also ask them to evaluate the end of program student learning outcomes when they graduate and as alumni 1 year after graduation. We use these data to strengthen our courses to improve student learning*
- *We receive reports annually on success rates when our students take certification exams. The reports include how our student scores compare to national averages in key practice domains. Based on results, we enhance content in particular areas.*

Occurring at multiple levels once each semester during the academic year, the School of Education and Counseling holds Data Dialogue Days (DDD) to assure the systematic review of multiple measures, the monitoring of candidate progress and provide opportunities to make changes to the Education Preparation Programs (EPP) based on data. Eight DDD occur throughout the year; four during the fall semester and four during the spring semester. During program level and EPP level DDD, candidate performance on EPP Signature and Program Area Key Assessments are reviewed, analyzed and used to make modifications to courses, coursework required of programs of study, field experiences, interview processes, as well as efforts to recruit and retain diverse candidates. The outcomes of this analysis, decisions and/or next steps made relative to it are recorded in the minutes of these meetings; progress towards implementation of the identified changes are monitored at the next DDD regardless of the level.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Goals for Student Success

As has been noted throughout this Argument, Purdue University Northwest was formed in 2016 from the unification of two formerly discrete institutions, and thus PNW's student success metrics are delimited by this new institutional time frame and serve as our baseline moving forward. From 2016 through fall 2020, PNW's one-year retention rate for first-time, full-time freshmen (IPEDS cohort definition) rose from 68.2% to 70.6%, two-year retention rate rose from 57.1% to 58.3% and three-year retention rate remained steady at 52%. Our first post-unification four-year graduation rate was 25.5% (incoming 2016 first-time, full-time IPEDS cohort), with an additional 25% continuing toward the degree in year five.

Drawing upon these trends and [national](#) and [state](#) benchmarks, the 2020 PNW [strategic plan](#) established [targets](#) for improvement over key pre-unification IPEDS baselines. The goals: PNW will increase one-year FTIC retention to 72% by 2023 and to 75% by 2025; the university has already surpassed the four-year graduation rate target of 20% (from pre-unification levels of 18%-19%), with new targets to be set at the annual strategic plan review; PNW will increase six-year graduation rates to 41% (from pre-unification levels of 38%-39%).

Data-Informed Decision-Making

Over the last 18 months, a [new leadership focus](#) in the Office of Institutional Research (OIR) and a renewed campus-wide commitment to data-informed decision-making combined to enhance the university's ability to collect, analyze, and communicate data in support of refining student retention, completion, and related success goals. OIR produces both static and interactive reports and dashboards internal to the campus that track and analyze enrollment, continuation, persistence and completion trends. Limited to PNW users, these tools grant faculty, staff, and administrators access to the information needed to support student success across academic and administrative units. An enrollment [dashboard](#) and static IPEDS [retention](#) and other [summative](#) reports are available to the public on the OIR website.

The [static reports](#) and [interactive dashboards](#) contain detailed census-based retention and [completion](#) information across multiple student demographics at the campus, college, program, department, major, and concentration levels. The static reports contain pre-calculated crosstab and comparisons across key demographics of strategic concern, such as race/ethnicity, underrepresented minority status, gender, first generation status, socioeconomic status, veteran status, residency, and student level. The dashboards allow for filtering by these key demographics into granular detail. While official IPEDS definitions focus on first-time, full-time freshmen, PNW cares about the retention and success of all students. Hence, our reports and dashboards include options to analyze other student populations, such as part-time, [transfer](#), and international students.

During the registration cycle each semester, the OIR disseminates daily static [enrollment](#) and [retention](#) analytic reports and summaries to campus via email distribution lists. This provides campus leaders with up-to-the-minute information during the enrollment process, when intervention and outreach efforts can be made in real time. The Office of Institutional Research also produce a series of [multivariate logistic regression statistical models](#) identifying both student and institutional factors that impact student attrition, and conducts [stop-out](#) and [midterm](#) surveys that inform the development of initiatives, policies, and practices aimed at supporting student success.

Data-Informed Interventions

The Taskforce for Retention and the Undergraduate Experience (TRUE) was launched in 2019 to examine student success in all of its forms, specifically starting with pressing enrollment and retention needs. As student success is a campus-wide responsibility, TRUE [members](#) represented a broad cross-section of administrative and academic units. The group identified initial [challenges](#) and [opportunities](#), and [used an initial set of studies conducted by OIR](#) to determine early [priorities](#). For example, Institutional Research discovered that the one-year retention rate of students in Exploratory Advising is a full 10% below that of students in the academic colleges. OIR/TRUE immediately conducted a [stop-out](#) and a [midterm](#) survey of all students in the Exploratory First-Year Experience course, GS19100. Students reported significant challenges with the GS19100 course itself, with other introductory courses, and with advising, scheduling, and more.

In response and in collaboration with administrative and academic leadership, TRUE [recommended](#) and accomplished a series of in-time interventions that included the standardization of GS19100, the reorganization of Exploratory Advising, the implementation of “early warning” technology, and opportunities for advisors such as ACUE's [Career Guidance and Readiness](#) course and monthly team development meetings. (See Criterion 3.C for additional information about professional development support for academic advisors.) The TRUE taskforce also consulted with deans, department chairs, and faculty about [high DFW rates](#) in lower division courses, and developed a three-semester schedule to assist students with advanced planning. In just one academic year, student retention across the university, including Exploratory Advising, improved by 0.75% and 0.65% respectively.

Building on this success, PNW's new Executive Director of Student Success and Retention, was charged with providing cross-divisional support for student success initiatives such as academic advising outreach campaigns; the implementation of degree plans in the Degree Works platform; the implementation of electronic workflow for all exceptions, articulations and change of degree objectives; the centralization of scheduling through EAB Navigate; and the implementation of Tutor.com for on-demand tutoring. One recent [initiative](#) proved to be very successful; faculty were enlisted to enter student progress reports into the Navigate platform. Three hundred twenty-seven faculty entered nearly 11,000 reports, identifying almost 1,100 students identified as “at risk.” The Navigate system generated and delivered [email messages](#) tailored to each student's individual situation. At the same time, the system generated “[positive outreach](#)” texts to students who were doing well. Faculty reported that students contacted them almost immediately, asking, “what can I do to get my grade up and pass this class?”

Good Practice

The Office of Institutional Research collects and analyzes persistence, continuation and completion data to meet a number of reporting requirements using data captured at census in the Banner operational data store and transmitted to OIR for processing each semester. Externally, the OIR reports retention and graduation to [IPEDS](#), which tracks only first-time freshmen success; the [Indiana Commission for Higher Education \(ICHE\)](#), which also tracks only first-time freshmen; the [Student Achievement Measure](#), which tracks both first-time freshmen and transfer success; and various guidebook surveys. Internally, while the OIR uses the IPEDS definition of first-time, full-time freshman as our “official” population for tracking student success, we track student cohort progression and completion across all of these definitions and disaggregate by student demographics, pre-PNW academic performance, financial aid variables, academic major, student performance metrics (term GPA, cumulative GPA, course credits earned, and course performance), and other factors that influence student retention and completion as detailed above.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

"Evolution" is a recurring theme for Purdue Northwest, and has been highlighted throughout this Argument. This also holds true for the university's assessment journey, as there have been several steps and initiatives, each marking progress as the institution has matured and moved forward. Prior to unification each of the legacy campuses had separate approaches to assessment and its own program review process; the new unified PNW needed to create new, unified assessment procedures, including an program review process for the new institution. As a first step, the university administration decided that participating in a formal strategic resource allocation (SRA) process would best position the new institution for overall success moving forward. The SRA review would be followed by another, formal strategic planning process which would be informed by the SRA review results. This multi-year strategic initiative was dubbed [Imagine PNW](#).

As part of the *Imagine PNW* SRA process, each support function and academic program completed a self-study template which was informed with enrollment data from Institutional Research and budgetary data from the Business Office. The review of the academic programs in this process became the foundational benchmarks for PNW's future program review activity, which commenced shortly after the completion of the SRA process in 2019. A group of faculty worked for several months on a cyclical [Academic Program Review](#) process which was approved by the Faculty Senate in early 2020 and commenced with the first review cycle in fall 2020 and will complete the first reviews at the end of the spring, 2021 semester.

Through the [delegation](#) of power from the Purdue Board of Trustees, the faculty in the academic colleges the power and responsibility for oversight of the curriculum and educational policies, including the assessment of student learning. In 2016, almost immediately after unification, the faculty developed a [student learning assessment plan](#) which was adopted in early 2017. Shortly thereafter the Senate adopted university learning outcomes, and approved assessment processes for general education.

PNW adopted and implemented an accountability management system, Taskstream by Watermark, as the platform to house all program learning outcomes, curriculum maps, assessment measures, results, and operational improvement plans. All [program learning outcomes assessments](#), as well as those for the general education curriculum, are housed and maintained in this platform; as of fall 2020, the system included learning outcomes and curriculum maps for all programs, and assessment plans and findings for all but a very few. For example, the B.S. in Applied Statistics is brand new (as described in Criterion 5.A) and the various concentrations in the B.A. in Communication are being retired/consolidated/reorganized due to low enrollments. During the SRA review detailed in Criterion 4.A, the academic programs report [indicated](#) that these needed to "transform" :

Bachelor of Arts in Communication (Template # 1): This is a moderate sized program, operating at a 32% profit margin. Enrollment has been decreasing over the last 3 years but completions are steady. One challenge with this program is that 8 concentrations also exist outside of it. These concentrations provide opportunity when considering transformation possibilities

Bachelor of Arts in Communication, Advertising concentration (Template # 8): This concentration has declining enrollment and completions. Limited information was provided on changes needed to change this trend.

Bachelor of Arts in Communication, Media Studies concentration (Template # 31): This is a very small program with only one graduate in five years. The task force could not determine the degree to which if this program overlapped with the Media concentration and recommends an evaluation of potential merger with other similar programs. ...

These recommendations have been taken seriously, as was intended in the SRA process, and the department is now in the process of [revamping](#) the [concentrations](#). Thus the Communication program assessment data collection and entry into the Taskstream platform has been somewhat disrupted.

General education assessment results are less cohesive; as noted in Criterion 3.B., 80 percent of students [take only 71](#) of the more than 200 courses designated as "General Education." And, many of those 200 courses are not offered every year. If the course has not been offered, then there are no assessment data to record. The reframing of the PNW core curriculum will remedy many of these inconsistencies.

Purdue Northwest, as is the case for many regional institutions of higher education in the Midwest, has experienced declines in enrollments in the years since unification. Understanding the need to have good, extensive data with which to make plans for the future, in late 2018 PNW revamped the Director of Institutional Research position and reframed it as an [Executive Director and Chief Data Strategist](#), a position that was filled in July, 2019. That addition has provided the university with detailed and sophisticated data modeling and forecasting information, which has enabled Purdue Northwest to better understand where and why enrollments are declining and how to define reasonable, ambitious, and attainable [goals](#), which are outlined in the current strategic plan.

The university has taken a coordinated approach to addressing these challenges, including surveying students, revamping coursework and support systems, providing additional, targeted [training](#) for advisors, and [leveraging technology](#) to identify at-risk students and implement interventions. After only one academic year, retention across the university improved.

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5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Purdue System Governance

Board of Trustees

As discussed in Criterion 2.C, the power and authority to manage Purdue University are vested by state law in a Board of Trustees appointed by the Indiana Governor. The [Indiana Code](#) specifies the powers and duties of Purdue's Board of Trustees, which include:

- Approving all academic degrees
- Setting tuition, fees, and other charges
- Approving promotions and tenure of faculty
- Approving the appointment of University officers and deans
- Approving the establishment of academic and operational divisions of the University
- Managing University property

Administration

Although the Board of Trustees has statutory authority and responsibility for governing the University, it has made specific [delegations of authority](#) to the President. In turn, this authority is delegated to the Chancellor of each regional campus who acts as the chief executive officer and has the administrative authority to assist and act for the President. PNW [leadership](#) handle day-to-day operations and administrative functions within this context.

Faculty

The Faculty Senate exercises the legislative and policymaking powers [delegated](#) to the faculty including the power and responsibility to establish and review course content, prerequisites, curricula, program requirements, admissions criteria, certification for graduation, etc., and to advise in matters of educational policy. These powers are [outlined](#) in section III.B of the Constitution of the Purdue University Northwest Faculty Senate.

Staff

Purdue's practice is to seek and consider suggestions and advice from university staff in formulating and addressing problems concerning their employment. To this end, advisory committees have been established to represent [management and professional](#) (MaP) staff and [campus support](#) (CS) staff. The [Management and Professional Staff Advisory Committee](#) (MaPSAC -- formerly APSAC) was established in 1988 to build a formal communication link between M/P staff and the central administration. The [Campus Support Staff Advisory Committee](#) (CSSAC) was established in 1965 to provide staff members with a means of participation, through suggestions and advice, in the formulation of employment policies; to provide an effective means of communication between the staff and the university administration; and to act in an advisory capacity and make recommendations about personnel and staff benefits. As such, these committees serve as liaisons

between staff and central administration and provide representation on University committees as outlined in the MaPSAC Mission and the CSCAC [Bylaws](#). These groups often survey their memberships to find what is of interest/concern, as in this MaPSAC [survey](#) (in its earlier iteration as APSAC)

Students

The [Student Government Association](#) (SGA)'s [Constitution](#) states: *The authorities of Purdue University Northwest, having confidence in the abilities of the students to engage in the process of self-determination and self-governance, and believing such participation by the students in the affairs of the University community to be of mutual benefit to both students and administrators, do hereby enter into this agreement, the Constitution of the Student Government Association of Purdue University Northwest hereinafter referred to as the Student Government Association (SGA), with the present and future students of this University.* The SGA is comprised of 10 committees with representation by a student body president and 12 [student senators](#). The Student Body President has a non-voting seat on the Faculty Senate and presents a [report](#) at each meeting.

A Philosophy of Shared Governance

Purdue University Northwest is committed to a model of shared governance, including all constituent groups in university committees, decision-making processes, and planning groups whenever possible. All stakeholders have a voice and the opportunity to have input in university planning and goal-setting on all levels. Examples across the lifespan of PNW include: [membership](#) of the Mascot Selection Advisory Task Force, an early committee with representation from a number of constituent groups from each of the two legacy campuses; membership of the *Imagine PNW* Strategic Resource Allocation steering [committees](#); representation from all governance groups on the Strategic Planning [Task Force](#); membership of Safe Return to Work [Task Force](#) necessitated by the COVID-19 pandemic.

Appropriate stakeholders are included in special projects; the planning for the new Nils K. Nelson Bioscience Building involved a [Steering Committee](#), a [Design Committee](#), an [Academic Impact Committee](#), and a [Campus Operations Impact Committee](#). There is also a concerted effort to include all stakeholders, including students, in any institutional change; when Purdue was considering replacements for the former Learning Management System, Blackboard, there were numerous contacts with the university community [asking for input](#), [providing updates](#) on the process, [presenting demos](#) of the various contenders, [announcing the new LMS](#), Brightspace, and [outlining implementation plans](#) for the new system.

Navigating Unification

The most obvious example of a need for shared governance at Purdue Northwest is centered around the unification, especially as related to the Westville campus. Prior to unification, Purdue Calumet and Purdue North Central were not similar institutions in size, character, program types, or location. A review of the legacy campuses' histories will show that in 2015 Purdue Calumet was the larger (enrollment ca. 8,200; 9,200 including dual credit high school students), older (undergraduate academic autonomy in 1974) institution, offering degree programs at all levels, including a practice doctorate. It is located in an urban area, in the middle of a city in one of the most densely-populated counties in the state of Indiana. It was a diverse campus, with sizable international student populations, many of whom lived in the limited on-campus housing. Purdue North Central, thirty-five miles to the east, was smaller (enrollment ca. 2,550; 6,100 including dual credit high school students), younger (undergraduate academic autonomy in 2006), offering primarily baccalaureate level degrees and engaging in concurrent enrollment/dual credit partnerships with over 40 area high schools. It was located on an expansive campus in a rural setting, offering classes to a commuter population that was 98% White.

The unification was a significant organizational change which presented both opportunity and challenge. As outlined in the introduction to this Argument and in the 2015 Change of Control application, unifying the two regional universities would reduce competition, enhance funding opportunities, leverage resources, and expand the Purdue presence from the border of northeastern Illinois to southwest Michigan. These goals were realized in large part; one representative example lies with the mathematics faculty -- neither campus had enough faculty with expertise in statistics to offer a program, but pooling resources enabled them to develop, service, and offer a [B.S. in Applied Statistics](#) which opened to students in 2019.

However, organizational change does not come easy; as discussed at length in organizational change management literature, people are resistant to change for a number of reasons, including perceived loss of status and/or job security, fear of the unknown, and peer pressure/organizational politics that result in a climate of mistrust. The faculty and staff of Purdue Calumet and Purdue North Central, as would be expected, experienced some of these challenges, especially given the disparate natures of the two legacy institutions. Some of this is evidenced in the Faculty Senate [Constitution](#); while Hammond/Calumet instructional staff outnumbered Westville/North Central nearly two to one (496 to 252) representation for the first two years would be location-based and of equal number from each campus:

Article IV.A.1

Two senators (one from each campus) representing each academic unit in PNW (academic units=the 19 Departments/Schools/Nursing College approved by The Purdue University Board of Trustees on 10/09/2015: excluding the Honors College) plus one Senator from the Calumet campus Library and one elected at-large Senator from the North Central campus, thus equaling 20 total Senators from each campus.

The faculty anticipated improvement over time, however, as the Article continues:

These requirements will expire two academic years after the acceptance of this constitution by both Faculty Senates and the voting Faculty on both campuses. At that time, Article IV.A.1 will expire and the new Article IV.A.1 becomes: Total number of all senators should not be less than 14 percent of the total number of voting faculty at PNW.

Unification-related activity continued apace for some time; academic programs and curriculum as well as myriad operational processes had to be coordinated, merged, and reframed. Progress was made on a number of levels, but there were still challenges. In order to get a more concrete sense of the attitudes of the PNW workforce, in [2019](#) the university participated in the *Great College to Work For* program, which surveys all employee groups (faculty, administrative/professional and clerical/service staff) as to their satisfaction on a number of dimensions, including job satisfaction, compensation and benefits, shared governance, communication, and respect and appreciation. While responses indicated that there was general satisfaction with direct supervisors and co-workers, physical working conditions, and the job itself, trust in senior leadership, shared governance, communication, and faculty/staff relations was low.

While the ongoing institutional changes resulting from the unification certainly contributed to these results, declining enrollments, especially at the Westville campus, and the associated budget cuts related to lost tuition exacerbated the situation. To address these challenges, senior leadership developed an "all hands on deck" model, with all governance groups acting in concert to achieve institutional goals. Two separate but related initiatives provide evidence of the levels of shared governance in PNW's planning.

The Westville Initiatives

The first was an initiative to determine how to prepare and equip the Westville campus to continue to play an essential role in the future of Purdue Northwest. Chancellor Keon gathered groups of faculty and administrators who had been historically employed at the Westville campus to discuss the challenges PNW was facing among students, faculty, and staff at the Westville location. While enrollments at the university in general have declined in recent years, enrollments at the Westville campus dropped at a greater rate than did those in Hammond. This cannot be attributed to any one thing, but in part it is due to the nature of the Westville campus. It was embedded in a local rural community, with a history of ties to regional high schools that formed pathways via dual credit enrollment, associate degrees for transfer, and 2+2 programs – all of which were disrupted by state policy and PNW dual credit credentialing requirements (as discussed in Criterion 3.C). The Westville campus also enrolled largely local students and the unification created a public/local impression that the campus might close -- which, combined with the other changes, drove students to other options.

To address the situation, in March of 2019, Chancellor Keon announced a series of forums to discuss the "Westville" situation; the Office of Institutional Research prepared a detailed [analysis](#) of enrollment and demographic data at Westville and those data were used to inform the campus community and to facilitate the [dialog](#) at the forums. All students, faculty and staff interested in the future of the Westville campus were [invited](#) to participate in six forums which were held during April, 2019. Senior leadership reviewed and discussed the input gathered during these sessions and on June 13, 2019, Chancellor Keon issued an [announcement](#) detailing PNW's action plan for Westville which included specifying a number of degree programs to offered in their entirety at Westville, changes in course cancellation policies, and establishing a three-semester schedule to help students plan their courses of study more efficiently. Additional resources were also dedicated to expand student life and student organizations, increased marketing for the Westville campus, and expanding transportation services for students taking courses at both campuses. Lastly, the Faculty Senate at PNW conducted its own concurrent review of the needs at Westville and submitted a [list of recommendations](#) which were very similar to that produced by the open forums

The 2019 series of Westville open forums and the subsequent recommendations that resulted from them defined the path forward for the campus, and brought the PNW community together to work toward common goals. To gauge progress in employee satisfaction, PNW again participated in the *Great Colleges to Work For* program in [2020](#), and [results](#) showed gains in [all dimensions](#), most significantly in job satisfaction, shared governance, institutional pride, trust in senior leadership, communication, collaboration, and feelings of respect and appreciation.

Since those 2019 forums it has, of course, been necessary to make adjustments and adapt to the challenges of continued declining enrollment and -- most recently -- the exacerbating impacts of the COVID-19 pandemic. In order to maintain an open dialog and keep the needs of the Westville campus in focus, a “Vision for Westville” working group was jointly [organized](#) between the Provost, Vice Chair of the Faculty Senate, and all interested members of the faculty. The first joint meeting of this group was held on October 16, 2020, where unique challenges and opportunities for the Westville campus were discussed. Organization and activities by the faculty committees were reported to the faculty senate in [November, 2020, December, 2020](#) (at which [FSD 20-08](#) establishing the "Westville Committee" was approved), and [January, 2021](#). A second joint forum was scheduled for February 19, 2021 to discuss feedback and explore ideas presented by the working groups.

Incorporated in the Westville-specific discussions were the budget challenges related to the decreases in enrollment. To address and make plans for management of the situation, the PNW administration formed the [University Budget Advisory Committee](#) (UBC) which included membership from all governance groups and was [charged](#) with providing input to the Chancellor and senior leadership. This committee has been meeting monthly since 2019, alternating between [campuses](#) prior to the COVID-19 shutdowns; now meeting via [Zoom](#). Senior leadership also make frequent presentations to the [Senate Budget Committee](#), at the [Faculty Convocation](#), to the [Academic Leadership](#), and to the [Administrative Leadership](#).

Depending on Data

Data and analytics form the core of strategic decisions at Purdue Northwest. The emphasis on data-informed decision-making begins with the Chancellor and senior administrators and is infused throughout all levels of the University. In annual [convocations](#), leadership [addresses](#), and other [presentations](#) to the campus community, Chancellor Keon and [senior leaders](#) regularly reference key performance metrics on [enrollment, retention and completion rates, student GPAs](#), and [financial and other](#) institutional factors [as the bases](#) for University decisions and planning. As such, these leaders set the standard for the use of both evidence and collaboration to inform decisions across the University.

Cognizant of the challenges with enrollments and understanding the critical need for not only accurate data but also enhanced forecasting capabilities, PNW revised the existing position of Director of Institutional Research, expanding the role to [Chief Data Strategist](#), which was [filled](#) in July, 2019. The majority of data and analytics that inform decisions are now centralized in and obtained through the Office of Institutional Research (OIR) to ensure consistency, accuracy, reliability, and access. OIR maintains and provides data and analytics supporting PNW's operations, compliance reporting, accreditation, program review, and strategic planning processes across both academic and administrative units.

The centrality of the campus' use of data to inform decisions impelled the creation of a [data governance policy](#) to formalize the management of data, a university asset. The policy is operationalized through a cross-functional data governance council, [charged](#) with applying a multi-pronged approach to address its [outcomes and deliverables](#). The Council, which has five standing [task groups](#), holds [monthly meetings](#) and looks to [national best practices](#) to inform and refine its approach. The Council established and institutionalized shared [data entry standards](#) and routine [error checking reports](#) to support sustaining data integrity and instituted a [change control body](#) and associated [processes](#) to review and approve proposed changes potentially impacting business processes and reports. As the campus community engages and ingests data to gain insight, it is crucial to have a shared language in exploring business questions and the data. To this end, the Council guided the implementation of a [data dictionary](#) to aid understanding and increase information literacy.

As a unit within the Division of Academic Affairs, the OIR authors and maintains both live and census-based data and analytics that support daily operations in the form of hundreds of college, department and program-specific [Cognos](#) reports and interactive dashboards. These provide deans, chairs, faculty, advisors and student support units with real-time data and analytics for on-the-spot decision-making across areas [such as](#) historical and current course enrollment, scheduling, registration, units (billable hours), grades and grade distributions, progress towards the degree, and more depending on the area being supported.

The OIR supports ongoing academic program review, viability, and development decisions via a number of reports and analytical studies made available annually. As discussed in Criterion 4.A, annually updated program review data are maintained on an [internal drive](#) and made available to deans and chairs throughout the year for planning and evaluation. They include historical census-based [enrollment, billing hour](#) (credit hour), and [completion](#) trends at the college, program, major, and concentration levels and a comprehensive [labor market and academic market analysis](#) for every classification of instructional programs (CIP) code within each academic unit. The labor and academic market analysis provides a comparative assessment of a program's competitive landscape, or academic “market share,” and a detailed overview of current, actual, labor market and occupational opportunities associated with a given degree (CIP code) within a specified region. This supports ongoing evaluation of program viability. The latter analyses are also produced on *ad hoc* and prospective bases to inform colleges and departments contemplating the feasibility of creating new degree offerings.

The Office of Institutional Research also provides *ad hoc* monitoring of program and course viability to support planning and effectiveness. One example, discussed above, involves program offerings at the Westville campus after unification. Alongside many other campus-wide efforts, the OIR initially produced a comprehensive [report](#) of the Westville campus' programs and historical enrollments in those course offerings to support the restructuring decision-making process. Later, as enrollment declined, OIR reevaluated these academic offerings, identifying [16 academic programs](#) with enough enrollment to be offered in their entirety on the Westville campus. As a result of a COVID-related enrollment decline, a third evaluation was conducted by OIR, identifying [12 programs](#) with enough projected enrollment to be offered in their entirety. These studies informed subsequent program restructuring. Other examples in support of the same goal include [comparatives](#) of course and section enrollment by [semesters](#).

As detailed in Criterion 4.C, in support of student success the Office of Institutional Research creates and maintains a comprehensive set of reports and dashboards available to the campus that track and analyze student [enrollment](#), [retention](#) and [completion](#) across academic units and student demographics. The OIR also conducts [statistical modeling](#), [surveys](#) and produces [interactive reports](#) to identify factors that impact student success and to inform new and ongoing [institutional and student success initiatives](#).

The OIR also produces *ad hoc* reports and analyses to campus leadership on matters important to the University. One recent example involves an analysis that came at the request of Chancellor Keon. PNW lost a much higher than usual percentage of first-time freshmen between Fall 2020 and Spring 2021 semesters due to COVID, and the Chancellor asked for a comprehensive report identifying the lost students and any major factors that explained their attrition. Once the analyses were complete, the Chancellor, senior leaders from Academic Affairs and Enrollment Management, and the OIR convened to review the [reports](#) and further interrogated the data on the spot via an interactive interface. This led to the development of immediate outreach and other university-wide plans specifically intended to support these students through such activities as intrusive advising, a "second" freshmen orientation, a search for additional scholarship funds, and the proposal of key summer courses to help these students improve their GPA before fall, 2021.

In support of the University's enrollment management objectives, the OIR maintains a series of static and interactive reports that track daily [applications](#), [enrollment](#) and [billing hour](#) production through the registration cycle and captures them at census for [summaries](#) and [dashboard updates](#). This provides deans, chairs and campus leadership with real-time access to reports and trend analytics of applications, admissions, course enrollments, instructional activity, and more, allowing them the flexibility to adjust offerings, course and section sizes, staffing and budgeting as needed on a daily or term basis and to plan future semesters.

In support of overall University budgeting and revenue forecasting, the OIR maintains enrollment and tuition revenue (billing hours) projection models. The process begins with the creation of statistically informed [enrollment](#) and [billing hour](#) forecasts based on historical trends and projecting one year into the future. These allow for early academic and financial planning across the university. Once the registration cycle begins for a given semester, both forecasts and other key metrics are [updated weekly](#). A final census-day [forecast update](#) and [post-mortem report](#) are distributed, providing an analysis of the forecasts' performance to improve future modeling. Census-based [reports](#), [dashboards](#) and [analytics](#) are subsequently updated.

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

Human Resources

As described in Criterion 3.C, all hiring in the Purdue system is guided by [policy](#), and a formalized staff hiring [process](#) outlines the steps followed in each job search, which includes the preparation of a detailed [position description](#). All job candidates go through a screening process prior to being interviewed and hired, using the Purdue human capital management system, SuccessFactors. Human Resources staff ensure that all applicants have the appropriate educational and work requirements for a job before they are added to the candidate pool. For higher-level executive or faculty positions, a search committee is established to properly vet candidates. Per Purdue [policy](#) and with the assistance of HireRight, each incoming employee must successfully complete a [background check](#) prior to employment.

In order to ensure that each faculty and staff member is appropriately introduced to PNW, new faculty orientations are held at the beginning of each semester, and staff orientations are held throughout the year. [New Employee Orientations](#) (NEO) take place approximately every six weeks, and orientation topics include, but are not limited to, an overview of the structure of the university; the culture and history of PNW; information about Information Services, a thorough review of the various benefits offered to employees; and a discussion of the resources and advisory committees available for employees. New Faculty Orientation covers some of the same material as NEO, including additional faculty-specific topics.

As part of the hiring process, SuccessFactors includes an [onboarding module](#) that is used to introduce new employees to their peers, to their required trainings, and to necessary introductory meetings. An onboarding coordinator is designated within the new employee's department to be a resource for the incoming employee. This onboarding coordinator sets up the automated alerts through the Onboarding module that help prompt the employee about their first weeks on the job.

Continuing education and professional development are important aspects to every employee's career at Purdue, and Purdue Northwest. The university offers a [tuition remission benefit](#) to all staff, allowing them to pursue educational opportunities at a discount; Purdue University Global allows Purdue staff to pursue further education with no-cost tuition, offering over 90 programs ranging from certificates to doctorates. In addition to educational programs, there are many professional development opportunities for employees, such as in-house [learning conferences](#), professional memberships, conference attendance and on-the-job training. (See Criterion 3.C for more about staff training and Criterion 3.D for information related to academic advisors.)

Continuous improvement is of paramount importance to Purdue, which is why [performance evaluations](#) are [conducted annually](#). As part of the performance evaluation, employees develop performance goals, discuss job mastery, and review their professional development activities. Every employee is [required to participate](#) in the performance evaluation process.

Physical Resources

The PNW [space report](#) notes that the Westville campus sits on 267 acres; the Hammond campus is located on 195 acres, which include 99 acres of wetlands. Purdue Northwest's buildings consist of [1,930,120 gross square feet](#) (1,293,496 assignable square feet), including [120 general academic classrooms](#) (91,689 sf) and 77 class laboratories (101,790 sf). Since 2015 the University has added five new buildings that house class laboratories, research laboratories, general academic classrooms, athletics, and student activities. The most notable building addition is the Nils K. Nelson [Bioscience Innovation Building](#) which opened in 2020. The Bioscience Innovation Building offers state of the art Biology labs, Nursing simulation labs, and modern active learning classrooms.

Since 2015 the University has invested over \$90,000,000 in new construction and renovations. University investments have included renovating 13 classrooms, adding four classrooms, updating 15 laboratories, and adding 12 laboratories. The University has diligently prioritized classroom and laboratory upgrades with [repair and rehabilitation](#) funding that becomes available. In 2016, shortly after unification, PNW established a [Space Allocation and Utilization Advisory Group](#), which was charged with monitoring existing space inventory and making recommendations for the strategic reallocation of existing space in order to best support the goals and objectives of the strategic plan.

Over the next two years (2020 – 2022), Purdue Northwest will be opening two new computer-based [testing centers](#), and renovating approximately 6,000 square feet of outdated/ vacant laboratory space that will be converted into modern active learning classrooms. The new classrooms will be designed with state of the art technology and offer maximum flexibility for collaboration, interaction, and student spacing. The flexibility within the classrooms will allow instructors to utilize the rooms for various teaching modalities and functions.

Currently, PNW is actively involved in preparing a Physical Facilities [Master Plan](#) which is planned to be completed by December 2021. The master plan will allow the university to better align resources with student needs and strategic mission of the University. The [master plan](#) is also establishing a condition assessment of existing space which will be used to prioritize investments to maintain an overall suitable environment for modern teaching and learning.

Technology Resources

Purdue University Northwest's Information Services (IS) supports teaching and learning in a number of ways. PNW's IS operates multiple computer labs where students utilize approximately 1,800 desktop lab machines available to them across both campus locations. It also supports the approximately 1,300 administrative desktop machines used by faculty and staff. PNW's vast network consisting of 739 wireless access points, supports the 5,500 unique wireless users, 6,500 unique wireless devices, and more than 4,000 hard-wired connections per day. This robust network enables students and faculty to connect with online resources in almost all indoor public spaces, classrooms, residence halls, and many outdoor areas. PNW also boasts 200 terabytes of storage capacity for servers that support users, as well as the capability to handle the 408,500 e-mail messages that flow through the system on a daily basis. Strategic plans to expand wireless capabilities are in place.

In addition, PNW student systems provides a university-wide learning management system (Brightspace) used by an average of 10,561 students and 776 instructors per academic year to access course material, educational resources, and supports administrative-related systems that promote the student experience (Banner).

PNW's IS manages the Zoom web-conferencing implementation for all of the Purdue University system. This environment provides Zoom education licenses to all faculty, staff, and students across the university. Presently, over 35,000 users are in the Purdue Zoom environment. This academic year, these 35,000 users have hosted almost 500,000 Zoom sessions, with 3.7 million participants, in 200 million "meeting minutes." Participants in these meetings have come from as far away as India, Korea, Ecuador, Bolivia, and Nigeria. Purdue has also hosted several webinars, hosting over 25,000 participants in 525 webinars. The Zoom environment is also directly integrated into our Brightspace LMS, allowing faculty to remotely teach directly within the LMS, and students to meet with each other without needing to leave the LMS portal. Faculty are able to record their classes, and share those cloud-based recordings with their students and colleagues. Purdue instructors record almost 3TB of class session video per month.

Information Services directly manages nearly \$10 million in expenditures, and includes approximately 50 full-time staff in the areas of student solutions and enterprise reporting, end user services, infrastructure, security, research computing, and business solutions and project management.

Budgeting Process

Purdue University Northwest's annual budget development process involves wide participation from stakeholders and is designed to ensure the alignment of resources with the university's core mission and strategic plan. The budget development process is performed in coordination with the Purdue System budget office (Financial Planning and Analysis) which is responsible for providing the annual budget instructions, guidelines and timelines.

In the spring of an odd number year, budget development process starts with the release of instructions and guidance from the Indiana Commission for Higher Education as part of the State's biennial budget process. In the following fall, the [University Budget Advisory Committee](#) (UBAC), composed of senior academic and administrative leaders, faculty members and the presidents of student government and our two staff advisory committees, meet to analyze funding needs and discuss enrollment projections, tuition revenue forecast and proposed tuition and fee rate changes. The charge of UBAC is to provide advice and counsel to the Chancellor on budget policy and assist with determining of funding

priorities.

After the funding priorities and revenue forecast are established, an official PNW budget calendar and guidelines are disbursed to the departments to start budget development. Upon the completion of department budgets, review meetings between office of Finance and Business Services and the department leadership take place in the early spring semester to ensure compliance with the guidelines and funding levels. After the spring enrollment census (official day of record) date, the revenue forecast and spending plans are finalized and the proposed budget is entered into the Purdue's enterprise resource planning system (SAP) for review by the Purdue System budget office. The proposed "all funds" university budget is presented to all stakeholder groups, UBAC, [Faculty Senate](#), clerical and professional staff advisory committees, for input and feedback. Late in the spring semester, a meeting to review the final proposed budget is held with PNW's senior finance team and Purdue's Chief Financial Officer in preparation for the Board of Trustees approval. The Board of Trustees budget approval action grants PNW spending authority for the upcoming fiscal year.

PNW is scheduled to implement a [budget model redesign](#) in fiscal year 2022. The new budget model will provide incentives to achieve a positive financial performance, establish accountability and allocate resources to activities that advance the University's long-term strategic vision.

Monitoring Expenses

All account activity is tracked in the University's financial system, SAP. Every month departments receive [financial statements](#) and payroll reports to monitor their budget to actual expenses and their financial transactions. Department heads are responsible for monitoring their budgets keeping expenses within their allocation. PNW's Business Office has regular meetings with departments to review the following monthly reports listed below.

- [Statement of Financial Activity](#) – monthly budget to actual report.
- Accounting Balance Report – monthly provides detail on management balance to include carryforward balances.
- Statement of Payroll Charges- monthly payroll transactions.

The Finance Office prepares end-year projection reports each quarter of the fiscal year. Reports are prepared for each department and reviewed by senior leadership. Each department must submit an explanation of any significant deviations from prior year and projected year-to-date income and expense budgets. Risks and opportunities are communicated by the department throughout the year. In late spring, a final fiscal year current estimate is developed. This estimate is used to report fiscal year projections to the Board of Trustees each June.

Purdue University Northwest's budget process includes participation from a broad range of stakeholders and is designed to ensure university resources are aligned with our core mission and strategic plan.

The university's commitment to achieving our educational purpose is at the core of a transparent and inclusive budget planning process. The process includes the input and involvement of:

1. The University Budget Advisory Committee (UBAC) is composed of senior academic and administrative leaders, faculty members, leaders in student government and the chairs of our two staff advisory committees. The committee meets several times each fiscal year to analyze funding needs, discuss enrollment projections, tuition revenue forecasts and proposed tuition and fee rate changes. The charge of UBAC is to provide advice, counsel and recommendations to senior leadership and the Chancellor on budget matters and funding priorities. During the prior fiscal year, the committee provided feedback during meetings in October, December, February and May. The materials presented during the meetings are posted to a shared drive making them readily available to all faculty and staff at PNW.
2. The Faculty Senate Budget Committee is consulted and involved in the budget planning process. The chancellor, provost and vice chancellor for finance meet regularly with the committee. Over the past year, meetings were held in February, April, May and September. In addition to meeting with the committee, budget presentations and open discussions are conducted during meetings of the faculty senate as a whole upon request of the chair. All materials presented during these meetings are also posted to a shared drive and/or to the PNW website to ensure budget transparency for faculty.
3. Input related to budget priorities is solicited from the Administrative Leadership Team (ALT) during meetings conducted each semester. The ALT includes managers and supervisors across all divisions in the university.
4. In addition to input from the standing committees described above, individual budget discussions and reviews were conducted with each individual academic department chair in every college. The provost, college dean, department chair and members of senior leadership participated in the reviews to assist in identifying budget gaps and opportunities for increased efficiencies.

The outcome of this rigorous and inclusive budget process is an allocation of funds that best meets the needs of our institution within the context of a challenging resource environment. Details related to unit level allocations are provided below.

PNW FY21 Recurring General Fund Allocations	
Major Unit (Business Area)	Proportion of Total Recurring Allocation
Chancellor Administration	2%
Institutional Advancement	3%
VC for Finance & Administration	7%
Academic Affairs - Total	55%
Office of Academic Affairs & Provost	7%
College of Humanities, Education & Social Sciences	16%
College of Engineering & Sciences	13%
College of Business	8%
College of Technology	7%
College of Nursing	4%
Honors College	0%
Enrollment Management and Student Affairs	9%
Information Services	9%
Intercollegiate Athletics	3%
Finance and Business Services	4%
Facilities & Grounds	8%

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- VCIS_PNW Professional Development
- VCIS_Policies Procedures and Forms
- VCIS_Security Incidents
- VCIS_VPIT_Data Handling and Security

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

Seven Years of Planning

As has been noted throughout this Assurance Argument, institutional planning has been a focus at Purdue Northwest since the call for unification was announced in 2014, two years before the university's inception in 2016. In working towards unification, all faculty and staff at both campuses were involved in [collaborative efforts](#) to create cohesive administrative and operational functions across both locations, a strategic plan for the new institution, and unified academic structures/curriculum. These planning activities were not done in isolation; the university sought input from its primary stakeholder group – students – as well as the residents of the surrounding communities, local business and industry leaders, and regional employers.

Since unification, similar planning activities have continued to be a focus at all levels of the university. As discussed in Criterion 1.A, as the nascent institution matured in the evolving landscape of higher education, PNW decided that the original strategic plan that had been created for the anticipated new university should be reviewed to ensure that it reflected the current status and goals. The university undertook this effort in 2018 with internal review boards and made some changes; this was followed by a more comprehensive strategic planning initiative in 2020, resulting in the current strategic plan, [PowerOnward](#). These periodic reviews highlight the necessity of viewing the strategic plan as a living document, guiding the University through changing circumstances and needs.

Planning Now for the Future

In the five short years that Purdue Northwest has been in existence, higher education has faced a number of changes and challenges – declining enrollments, both domestic and international; diminishing numbers of high school graduates, especially in the Midwest; decreased levels of state funding; budget shortfalls; increased competition from online providers. The COVID-19 pandemic created additional, unprecedented logistical difficulties, necessitating even greater levels of action and contingency planning. Purdue Northwest has developed and continues to refine planning initiatives at all levels to meet these evolving challenges, positioning the institution to fulfill its promise as a premier metropolitan university.

The Senior Leadership Team (SLT) spearheads planning efforts for the University, coordinating efforts while leading initiatives and collaboration between multiple units on campus as needed to plan for the future. The COVID-19 pandemic prompted [unexpected layers of planning](#), and included the [Safe Return to Campus Task Force](#), which includes representation and expertise from all sectors of PNW, including the Office of the Provost, academic deans, faculty, Housing, Student Life, Athletics, Physical Facilities, and Public Safety. Chancellor Keon has announced plans to [return to campus](#) for normal operations in fall, 2021; activities designed to realize those plans have been underway since the beginning of the year. Members of the SLT also lead ongoing initiatives such as Strategic Planning, the [University Budget Committee](#), and the Web Advisory Committee.

In Academic Affairs, initial strategic planning in the colleges (such as [Business](#) and [Engineering and Sciences](#)) started in 2015-16; meetings ranged from weekly to monthly until the process was complete, with most completing the process by fall of the same year. With the adoption of the new campus strategic plan in 2020, at least two of the colleges (the [College](#)

of [Humanities, Education and Social Sciences](#) and the [College of Technology](#)) started the development of new college plans in fall, 2020, and the remaining colleges are expected to start the planning process and alignment within the current academic year. College plans are, in all cases, developed and/or approved by the faculty within the college.

As evidenced by two of the current strategic plan's primary themes, [Enriched Student Experience](#) and [Promote National and Regional Growth through Discovery and Innovation](#), PNW recognizes the need to invest in infrastructure and instruction as foundational strategic initiatives to achieve its goals. Recent examples of capital investments include the [Commercialization and Manufacturing Excellence Center](#) (CMEC); the Indianapolis Boulevard [Counseling Center](#) (IBCC); the [Nils K. Nelson Bioscience Innovation Building](#); and the [Dave Roberts Innovation Center](#). PNW is also working in collaboration with many external [stakeholders](#) to establish a new Impact Lab, designed to [ignite economic development](#) in northwest Indiana.

Purdue Northwest has also implemented plans related to the importance of high quality instruction and the need to assist faculty as they redesign their courses to engage students with active learning models and emerging instructional technologies such as blockchain technology and virtual reality. In 2017 the University partnered with the Association of College and University Educators (ACUE) to offer their [course](#) in Effective Teaching Practices to PNW faculty. In 2018, Chancellor Keon developed the [Teaching Incentive Program](#) (TIP) Award, which [recognizes and incentivizes](#) contributions to Purdue University Northwest in instructional excellence and teaching productivity. And, as the COVID-19 pandemic necessitated a swift migration to all-online instruction, the Center for Faculty Excellence collaborated with the Office of Instructional Technology to develop the PIVOT (Planning Instruction for Varied Offering Types) Program, to provide faculty with the necessary knowledge and skills to make planned, and perhaps unplanned, pivots in instructional formats.

Planning is done in Facilities through iterations of the campus [Master Plan](#) which includes external constituents in the University's planning processes. Following the practice of master planning efforts at Purdue University [Calumet](#) and Purdue University [North Central](#), the PNW campus master plan [initiative](#) began in 2019 and is ongoing; COVID-19 made it necessary to pause the most recent efforts in 2020, but the initiative will restart once the pandemic has been sufficiently resolved. It is designed to identify current and future capacity issues and ensure campus facilities and land use align with the vision of the institution. Guided by the strategic plan, it will provide a roadmap for near-term decisions and framework for the future. The master plan will analyze the impact of projected enrollment and program growth to guide decisions on the future use of capital resources. The final deliverable will be a comprehensive and flexible plan to meet the needs of the university over the next 10 to 15 years.

PNW's resource planning processes are designed to solicit and incorporate input from a broad range of internal and external stakeholders. That input informs and helps direct institutional priorities, initiatives and resource allocations. As with most regional state universities, enrollment outcomes drive the budget at PNW. The institution is highly dependent upon [tuition and fee revenue](#), which typically accounts for half or more of the annual operating budget. Having experienced significant enrollment volatility and decline over the past several years, it's vitally important to focus on the issues and conditions impacting enrollment.

The office of Institutional Research (IR) retains [historical enrollment data](#) and prepares projections to assist in establishing enrollment targets and long range strategic plans. [Enrollment projections](#) take in to account various factors including institutional and department-specific graduation rates, [retention rates](#), as well as critical recruiting and admissions data. In addition, any shifts in regional demographics or the higher education environment are also monitored. For several weeks leading up to the start of each fall and spring semester, IR distributes daily enrollment updates and year/year comparisons via email to nearly 100 PNW staff and faculty.

Budget planning at PNW involves the [University Budget Advisory Committee](#) (UBAC), the [Faculty Senate Budget Committee](#) (SBC), the Administrative Leadership Team (ALT), and input from academic units gathered during individual meetings with each dean and department chair. Several [meetings](#) are held each year with these internal stakeholders. PNW's budget planning process [evaluates budget priorities](#) taking into account variables such as projected changes in [enrollment](#), anticipated changes to [state funding](#), limitations related to tuition and fee adjustments, any faculty, facility, instructional technology or equipment related issues which could limit the capacity of academic programs, and any [other substantive changes](#) in operating costs. [Planning scenarios](#) based on these variables are used to [estimate revenue outcomes](#). Budget priorities and funding requests are vetted during these planning sessions to determine which best meet the needs of our students and most effectively advance the mission of PNW.

The University's budget planning process takes into account several external factors when establishing budget priorities:

Economy

Elements of S.W.O.T. analysis are embedded in our budget planning processes. Scenarios employed in budget sessions are essentially an environmental scan of the northwest Indiana region, the state of Indiana, and federal funding. Embedded in the scenarios are projections related to possible changes in the economy, the regional unemployment rate, the availability of student aid, and state mandates related to higher education funding.

State Support

As noted above, state appropriations and line item support are important and account for 35% of operating revenue. The state of Indiana adopts a biennial budget each odd-numbered year. Historically 12% of the general fund of the state budget is allocated to higher education. Although the Purdue University system is a state agency, a specific budget amount is appropriated for PNW. Over the past several years, state support has trended upward at a modest but consistent rate. It is unclear how the pandemic may affect this trend but it is reasonable to anticipate reductions will be necessary. Purdue's legislative lobbyists keep senior leadership at PNW informed over the course of the legislative session via [biweekly conference calls](#) and provide regular updates regarding actions taken by the Indiana Commission of Higher Education (ICHE).

Technology Advancements

Information Services continually endeavors to cultivate a technological environment that satisfies the needs of the institution's users (faculty, staff, and students), is safe and secure from outside threats, and strives to remain abreast of emerging technology. These efforts are outlined in the [IS strategic plan](#). During 2020, the institution merged its infrastructure, hardware and software management, and security with our flagship institution and another regional university to create a [system-wide cloud platform](#) and data center. The steps and actions taken for this initiative illustrate the typical planning process as well as the collaborative nature of Purdue system projects: [Development](#) -- [Operational Plan](#) -- [Mission and Communication Plan](#) -- [FAQs](#) -- [Kickoff Messaging](#) and [Presentation](#). PNW is also currently engaged in a [project](#) aimed at reducing redundancy and optimizing economy of scale savings.

Demographic Shifts

Changing demographics across the Midwest are ever present in northwest Indiana and are altering the landscape of higher education and the community served by PNW. Since 2011 the region has experienced a [decline in residents](#) and a [shrinking pool](#) of high school graduates, becoming an [increasingly older](#) population. These shifts have slowed the pipeline of college-bound students with the degree-seeking headcount for Indiana residents declining by -14.7% from 2005 to 2020, and undergraduate residents declining by -16.5%. Conversely, over the past 10 years the [Hispanic population](#) has increased by +2.5%, while Latino youth ages 0-17 increased to 11.3% in 2018, up from 8.8% in 2008. As a metropolitan university, these shifts have resonated throughout the Purdue Northwest campuses with a steady decline for the last five years, with the **headcount** of degree-seeking students dropping by -20.5% (and an even steeper undergraduate student decline of -22.5%). But as noted above, with the growth in the state's Latino population, the presence of Latino students has increased at PNW, now composing 24% of the student body, a notable 4% increase from 2019-2020.

In the face of these trends, the University has responded by enhancing its infrastructure to include a [new CRM](#) to improve outreach to prospective students, augmented communication and self-service functionality to current students providing for better engagement with faculty. User interfaces with student services such as the [Student Support Hub](#) in Brightspace, and the ability for students to monitor their degree progression with intentional advising and academic planning are additional improvements. As the university takes steps to define future initiatives, the foundation is being set for a strategic enrollment management plan to address the student lifecycle and will include the development of a system for proactive territory management; will enable the institution to define and manage the student experience from matriculation through the legacy relationship as alumni; and coordinate the university's designation as a Hispanic Serving Institution.

Associated Budget and Finance strategic initiatives include adopting a [banded tuition](#) fee structure, reduced tuition rates for non-resident domestic students, establishing differential fees for select colleges, and the transition to an [incentive-based budget model](#) (IBBM),

Improving Student Outcomes

PNW has been and continues to be deeply vested in student success, as evidenced by the first theme of the new strategic plan, [Enriched Student Experience](#). One primary goal outlines a plan to improve student outcomes related to general education, and, as outlined more fully in Criterion 3B, a General Education Task Force has submitted a [proposal](#) to revise PNW's general education curriculum. Continued faculty review and details of the implementation are currently being planned for initial offering in Fall 2021. In addition, as described in Criterion 4.B, the Faculty Senate's General Education and Assessment Committee systematically assesses general education and first year experience courses to ensure they are meeting stated learning objectives

A related goal, "Improve the Cohesion and Quality of the Student Experience," is supported by a strategy to "expand peer tutoring and support programs for underrepresented groups to increase success in foundational and other challenging courses." To address this strategy, PNW is building on its current activities:

- The Student Academic Support Center coordinates [peer tutors](#) and supplemental instructors. Both the Educational Opportunities Program and Student Academic Support work with Tutor.com to offer additional tutoring during evening and weekend hours, which is beneficial to a large portion of our student population who work and have family responsibilities.
- The Executive Director of Student Success and Retention systematically works with departments that teach foundational, gateway courses, in order to improve the pass rates in these courses. PNW is currently piloting a program that connects Exploratory students in the Engineering pathway who are enrolled in a gateway Math course with peer mentors from the School of Engineering programs. Once assessed, we will explore rolling out this model to students in other discipline pathways, such as Business and Biological Studies.

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Purdue Northwest's stakeholder groups are represented through formal governance bodies at all levels, including the Faculty Senate, MsPSAC (Management and Professional Service Advisory Committee), CSSAC (Clerical and Service Staff Advisory Committee) and the Student Government Association. The university makes a conscious, concerted effort to seek input from all constituent groups at all stages of planning initiatives, through open communication and formal feedback channels. Official university bodies, such as the [University Budget Advisory Committee](#), includes broad representation from all sectors of the institution. [Task Forces](#) created for special initiatives, such as strategic planning, are likewise populated with members from across the institution. This was the case from the earliest days of the new, unified institution, as evidenced by the membership of the [committee](#) providing input as to the mascot for the new university. There are also group-specific committees such as the [Senate Budget Committee](#), that receive and provide input on a regular basis.

Senior leadership also ensure that all members of the university community are aware of current situations, initiatives, and plans through open communication and reports to various groups, such as at the [faculty convocation](#) and [academic leadership team meetings](#). When addressing the enrollment declines at the Westville campus, a group of facilitators held a series of [open forums](#) to engage the university community in open dialog, providing information and soliciting feedback to inform solutions. While Purdue Northwest has been faced with challenges, we have found that enlisting the support of all stakeholders in finding solutions has been a powerful and effective way of moving forward.

Purdue University Northwest's annual budget development process involves wide participation from stakeholders, such as described above, and is designed to ensure the alignment of resources with the university's core mission and strategic plan. The budget development process is performed in coordination with the Purdue System budget office (Financial Planning and Analysis). All account activity is tracked in the University's financial system, SAP. Each month departments receive financial statements and payroll reports which allow them to monitor their budgets to actual expenses and financial transactions. Declines in enrollments have impacted the university's budget, and there have been extensive planning sessions and discussions with the university community and governance groups since 2016. There have been regular presentations about the status enrollments and the budget since that time, at [college meetings](#), [Faculty Senate meetings](#), [administrative leadership](#), and [academic departments](#). The coming Incentive-Based Budget Model (IBBM) initiative has also been [discussed](#) in a similar fashion since [2018](#).

Purdue Northwest is prepared and ready to build on its solid foundations, expanding its reach and meeting the opportunities and challenges that lie ahead as the university transforms students' lives and our metropolitan region through a diverse campus committed to innovative education, applied research, and community engagement. We will continue to Power Onward.

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