

AQIP Systems Portfolio

Academic Quality Improvement Program



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Institutional Overview

O1 Distinctive Institutional Features

Purdue University is organized as a public, land grant, multi-campus system, comprised of a research institution, regional campuses, extension services, and a research foundation, along with two campuses operated jointly with Indiana University. The university was founded in West Lafayette, Indiana, in 1869, getting its start with monetary and real estate gifts from John Purdue, Tippecanoe County, and local residents.

Purdue University is governed by the Trustees of Purdue University, a ten-member board appointed by the governor. The board selects the president, establishes major policy, approves budgets, and ratifies all major appointments nominated by the president. In addition to system-wide responsibility, the president is responsible for internal operations at West Lafayette. The chancellors at Purdue University Calumet and Purdue North Central report to the president and serve as chief operating officers at their respective campuses.

America's demand for defense plant workers during WWII provided the spark through which Purdue University Calumet was forged. Purdue University, commissioned to offer training in northern Indiana, enrolled nearly 5,000 students in defense plant classes in the northwest Indiana's Calumet region. The university also offered credit courses in engineering, technology, and mathematics under the Engineering Extension's Division of Technical Institutes. In 1946, Purdue University

responded to the dramatic surge in demand for higher education fueled by the GI Bill by adopting the extension model to serve northwest Indiana. Through the 1950s, even with the purchase of a campus site in Hammond, Purdue University continued to administer the "Calumet Extension" as an informal operation without seeking a separate state charter or funding. In 1967, Purdue University Calumet attained four year degree granting status. By 1971, Purdue University Calumet offered 32 baccalaureate programs. Purdue University Calumet established itself as a university in 1974 when it achieved local academic autonomy of its undergraduate programs. Graduate programs continued to be administered on a system-wide basis and Purdue University Calumet was represented in the Graduate Council of Purdue University, which was the graduate policy-making body for the Purdue University system (Lance Trusty, *Purdue University Calumet: The First Fifty Years*, 1996).

Distinctive Features

Purdue University Calumet emerged from humble beginnings as a convenient location for Purdue University to train students through its extension service, to become its regional campus, and eventually a comprehensive university in its own right. Further, Purdue University Calumet helped fulfill the need for a community college in northwest Indiana as it established accredited baccalaureate and master's level programs. Administrative ingenuity,

individual vision, and persistence fueled Purdue University Calumet's growth, despite the institution's limited budgets, lean staffing, and vocational origins.

Today, Purdue University Calumet is a public, Master's I Comprehensive university, and the largest institution of higher education in northwest Indiana, serving nearly 9,400 students in an immediate geographic area of 500,000 culturally diverse people. The Regional Campus Agreement – signed in 2001 by the presidents of Purdue University and Indiana University – assures the state that the regional campuses will focus on baccalaureate and master's level education and minimize the 60-year role that the regional campuses played in providing certificate and terminal associate degree offerings now being assumed by the new Community College of Indiana.

Purdue University Calumet's tradition of constant and significant organizational change is more pronounced in recent years. The university reorganized two large academic divisions – liberal arts/sciences and professional programs – into six schools in 1997, and continued to refine schools into functional departments through 2005. The university ratified a strategic plan in 2001 for 2001-2005. It set in motion administrative initiatives for enrollment management, scholarship programs, community college articulation agreements, institutional research, and marketing during 2002-2005. With the creation of the Water Institute in 2004, Purdue University Calumet harnessed the expertise of its faculty to an issue of national strategic importance at stake in the Calumet region. Purdue

University Calumet realigned Academic Affairs to focus on programs that enhance learning and scholarship, including reorganization of the Center for Student Achievement, creation of the Office of Institutional Research, establishment of academic facilities planning, and recruitment of a director of Corporate Relations in 2004-2005. *Exploring Academic Excellence, Achieving Academic Success: Academic Affairs Digest Fall 2003 through Fall 2004* describes the university's academic initiatives. The Purdue Technology Center of Northwest Indiana, dedicated in 2004, and now the anchor of a 400-acre research park in Merrillville, Indiana, located seventeen miles from campus, has enhanced the university's role as a partner in regional and statewide economic development.

Looking ahead, in Fall 2005, Purdue University Calumet will open student housing in Hammond and transform itself into a residential campus. The university is engaged in integrating off-campus centers into the newly constructed Academic Learning Center in Merrillville, scheduled to open in Fall 2005.

Mission

Purdue University Calumet, a vital part of Purdue University and the leading post-secondary institution in the Calumet region, is a comprehensive, public university in the land grant tradition offering educational programs of excellence focused on the professional, general educational, and lifelong learning needs of the people of the Calumet region.

The academic mission of the university is to educate students for rewarding careers and empower them for success as productive citizens and lifelong learners. The university will develop niche areas of academic excellence and foster research and other scholarly activity through applied faculty research and hands-on student learning experiences. Purdue University Calumet will invest its intellectual capital to advance regional economic development, providing quality outreach programs and extended education.

Vision

To become a full-service regional university by:

- Retaining and graduating more students by increasing the freshman retention rate and the six-year baccalaureate graduation rate.
- Retaining its status as the preferred university in northwest Indiana's Calumet region by offering high-quality programs at the baccalaureate and master's levels in areas of institutional strength with respect to regional needs.
- Engaging in regional economic development by increasing the number of faculty and staff who share their expertise, increasing community advisory board membership, and creating a presence in economic development and academic learning in south Lake County.

O2 Scope of Offerings

The university is known for its undergraduate programs in traditional Purdue University strengths such as engineering, technology, education, nursing, and business management.

Purdue University Calumet's degree programs are distributed as follows:

- 18 Associate degree programs (2+2)
- 26 Certificate programs
- 86 Bachelor's degree programs
- 12 Master's degree programs

Academic programs are organized in six schools:

- Liberal Arts and Social Sciences
- Engineering, Mathematics, and Science
- Technology
- Management
- Nursing
- Education

The university actively pursues articulation agreements at the program level, both with the Community College of Indiana and with several community colleges in Illinois. There are currently seven approved agreements; additional agreements are in progress.

O3 Student Base, Needs, Requirements

Purdue University Calumet's total enrollment for Fall 2004 was 9,222; of that number, 89.9 percent were undergraduates and 10.1 percent were graduate students. More than half, 52.7 percent, attended full time. Of those attending full time, 98.7 percent were undergraduates and 2.3 percent were graduate students.

The university is a commuter campus drawing 91 percent of its students from northwest Indiana and 9 percent from elsewhere. A total of 66 percent will be the first in their families to receive baccalaureate degrees. The average SAT score for Purdue University Calumet students is 911, compared to the Indiana average of 1000 and a national average of 1020.

Together, there is combined undergraduate and graduate persistence of 70 percent from Fall to Spring, 2004-2005. The Fall to Fall, freshmen to sophomore retention rate, is 64 percent. A total of 22 percent of undergraduates graduate within six years.

The age of Purdue University Calumet's student population is shifting from 55 percent under age 25 in 1999 to 62 percent under 25 in 2003. The ethnic diversity of the campus reflects the cultural richness of the Calumet region, with 68.2 percent Caucasian, 14.7 percent African American, 14.0 percent Latino, and 3.1 percent other ethnic backgrounds.

In Lake and Porter Counties, 17.7 percent of adults over 25 have baccalaureate degrees or better. This rate is lower than Indiana as a whole (18.4 percent) and considerably lower than the U.S. average of 25.2 percent. As first generation college students, many Purdue University Calumet undergraduates have no one in their families with a personal understanding of college. Approximately half of the students attend on a part time basis, and some stop for a semester or two when personal issues demand too much attention. The majority of Purdue

University Calumet students are employed, many at full time jobs, and many have dependent children.

Research and studies indicate that, given their characteristics, Purdue University Calumet students need intensive advising that addresses problems specific to part-time students. They need sustained opportunities for employment on campus and internships. They need a basic orientation to college, a connection to faculty through freshman experience classes and research opportunities, and rapid intervention if they have difficulty with academics. They need to become familiar with academic disciplines and the career opportunities available in various fields. They need peer assistance and support; they also grow and develop by providing peer support and assistance to others. A variety of programs have been established at the university to address these issues and challenges.

O4 Collaboration, Needs, Requirements

Purdue University Calumet seeks to create careers in northwest Indiana that are worthy of its graduates. Consequently, the university develops key relationships with potential employers, including local governing bodies, businesses, schools, and hospitals. In its focus on applied scholarship, the university invests its intellectual capital in issues of strategic importance to the economy of the area, including water, energy, health care, P-12 education, and construction.

Partnerships with the federal and state government and with Indiana-based foundations help strengthen the preparation of entering students. TRIO programs, Louis Stokes Alliance for Minority Participation, 21st Century Scholars, the Seamless Pathway to Higher Education program funded by the Lumina Foundation, and the Runnin' Rebels are some of the key collaborations that help prepare students for the university experience.

Local chambers of commerce, regional planning commissions, professional organizations, and research relationships with other universities provide access to talent and resources that supplement faculty expertise.

Advisory councils bring the interests, skills, and resources of community leaders to support university programs.

Hospital clinical sites, P-12 practicum sites, and regional businesses provide experiential learning opportunities for students.

Library consortia and other universities in Indiana provide access to more specialized information resources.

Articulation agreements have been developed with six community colleges in Illinois and one in Indiana, as well as with Highland, Munster, and Lake Central high schools, which are three large feeder schools to Purdue University Calumet. These relationships are being carefully nurtured and enhanced through outreach and programming efforts to key schools.

Purdue University Calumet's key organizational relationship is with the Purdue University system. Purdue University provides common administrative systems in human resources and business management, shared architectural and construction services, student records, graduate level student enrollment, course management systems, integrated library systems and database license partnerships, grants and contracts, services for international students, teaching evaluations, and purchase of products.

Faculty and staff on all Purdue University campuses participate in governance together and develop mutually beneficial collaborations in a multitude of areas. Purdue University Calumet is represented on the Purdue Faculty Senate, and in the administrative professional organization and the clerical and service organization.

The university's commitment to collaboration has strengthened its position in the external communities of northwest Indiana; it also presents some challenges for the campus. First, the university created an expectation that Purdue University Calumet will provide faculty expertise to a variety of groups and projects. Faculty and staff must be generous with their time. Second, the university must recognize these efforts, broadening the base of faculty and staff who are involved in community efforts. This requires broadening the basis of evaluation and recognition. Third, the university must be alert to the changing value of various partnerships. New opportunities may not be ignored, and partnerships that outlive their usefulness should be dissolved.

Internal partnerships with the Purdue University system are complex and evolving, presenting significant challenges in some instances. There are cost savings in shared licenses and joint purchases; in contrast, there are ongoing costs for administrative processes centralized in West Lafayette. Centralized processes with numerous steps require more time to complete. Geographically separate campuses on different academic calendars pose a particular administrative challenge in Indiana, with its varied time zones. Not all courses articulate across campuses. There is also a challenge in branding the university in a way that is both grounded in the Purdue University name and tradition, while also presenting the distinctive benefits of the Calumet campus.

O5 Faculty and Staff Base

Purdue University Calumet has approximately 900 employees in faculty, administrative, and professional staff positions, and an additional 116 graduate students working for the university as graduate assistants. Table O-1 presents a breakdown of the faculty and staff at the university by position and type of appointment.

Table O-1 Faculty and Staff Breakdown

Faculty/Staff	Headcount	
	Tenured/ Tenure Track	Full
	Part	11
Non-Tenure Track Faculty, Lecturers and Post Docs	Full	67
	Part	177
Adjunct Faculty	Part	9
Staff	Full	344
	Part	69
Graduate Student Staff	Full	8
	Part	108
Total	1012	

Purdue University Calumet is a non-union institution. Its governing structure has three main representative units: a faculty organization; an administrative and professional staff organization, and a clerical and service staff organization. The University Forum includes representatives from each group.

In terms of racial and ethnic diversity of faculty and staff, the university somewhat under-represents the diversity of its region. Of the 896 faculty and staff (not including graduate student staff), 689 (76.9 percent) are White or other, 94 (10.5 percent) are African-American, 59 (6.6 percent) are Hispanic, 36 (4.1 percent) are Asian-American, 11 (1.2 percent) are International, and 1 (0.1 percent) is Native American. Of the 116 graduate student staff, 81 (69.8 percent) are White or other, 10 (18.6 percent) are African-American, 4 (3.4 percent) are Hispanic, 3 (2.6 percent) are Asian-American, and 18 (15.5 percent) are International.

O6 Facilities, Equipment and Technologies, and Regulatory Environment

Purdue University Calumet is located in northwest Indiana, 30 miles southeast of Chicago, on a rectangular plot of some 160 acres. One-third of the acreage is designated wetlands. The university is integrated into the surrounding community, providing a smooth transition between it and its surroundings, and has often been commended for the cleanliness of its grounds and the attention devoted to landscaping. The university is self-insured.

The campus has 14 buildings for instruction, administration, and maintenance. The “north campus” (169th to 171st Streets) supports academic functions, housing most of the classrooms and all of the faculty offices. The “center campus” (171st to 173rd Streets) supports central administrative functions, including enrollment services and student support, the Library, the bookstore, food service, and student organizations. The “south campus” (south of 173rd Street) supports auxiliary functions: Fitness Center, Conference Center, Child Care Center and (open in Fall 2005) University Village student housing.

Most buildings in the academic core have been developed adjacent to one another to allow for enclosed walkways connecting classroom facilities and laboratories. Parking lots dominate the north and south entrances to campus, and a four-story parking structure, connected by walkway to one of the primarily instruction buildings, is scheduled to be completed in Fall 2005. Student housing, at the south end of campus and built to accommodate approximately 376 students, is also scheduled to be completed and occupied in Fall 2005.

Off-campus buildings include (1) the Entrepreneurship Center, located approximately two miles west of the campus, which serves to stimulate economic growth in the region by partnering with business owners, and which houses the Couple and Family Therapy Center; (2) the Academic Learning Center, located approximately 17 miles southeast of campus, scheduled to be completed in Fall 2005, which will enable the university to consolidate courses taught at four different south

Lake County locations; and (3) the Purdue Technology Center of Northwest Indiana, opened in December 2004, which houses eight technical companies in incubation. The last two buildings are adjacent to each other, and will make up a research park to be known as AmeriPlex at the Crossroads.

All buildings connect to a fiber backbone, and approximately 2,500 PCs connect to the campus network. Students have access to 38 computer labs across the campus, including a main lab, with 265 computers for student use, and the Library, with 70 computers for student use.

Purdue University is regulated by the State of Indiana, the Indiana Commission for Higher Education, and its Board of Trustees. Within that framework, administrative and organizational decisions are delegated to the chancellor by the president. Curriculum decisions have been delegated to the faculty by the Board of Trustees.

07 Competitive Environment

Purdue University Calumet is the primary academic institution in northwest Indiana. The campus is located three miles east of the Illinois border, with most students coming from Lake County and three adjacent counties in Indiana. Admissions records indicate that the top competitors for students include Purdue University at West Lafayette, as well as other public colleges and institutions in the vicinity, primarily Indiana University Northwest, with lesser competition from Purdue University North Central, Calumet College of St. Joseph, St. Joseph College, and Valparaiso University (a private Master’s I Comprehensive

university). Purdue University Calumet has many higher education competitors within its service area. Within a 35 mile strip in the northern part of Indiana and south suburbs of Chicago, there are the four-campus, emerging Community College of Indiana (Ivy Tech), and several community colleges in Illinois (three within twenty miles), many of which offer in-state tuition for Lake County residents.

O8 Opportunities and Vulnerabilities

The university has significant opportunities and vulnerabilities (see Table O-2) with regard to its strategic initiatives to improve retention and graduation rates and engage in regional economic development.

Table O-2 Key Opportunities and Vulnerabilities

Fostering research and other scholarly activities to develop niche areas of academic excellence.

Purdue University Calumet Strategic Initiatives	Key Opportunities	Key Vulnerabilities
Educating undergraduate and graduate students for rewarding careers and empowering them to succeed as productive citizens and lifelong learners.	<ul style="list-style-type: none"> Comprehensive Student Success Network plan. Role of Center for Student Achievement redefined to include recruitment. Strengthening current and creating new bachelor's and master's level programs. Enrollment management plan. 	<ul style="list-style-type: none"> If initial results aren't sufficient, must reallocate additional funds or risk not making progress. Recent decline in high school graduates in northwest Indiana entering college. Entering students not prepared for college level work have difficulty achieving success. Competing priorities, particularly off campus employment, limit students' commitment to college.

	<ul style="list-style-type: none"> Support for residential life, including student housing, to increase graduation and retention rates Having students living on campus creates a demand for more student activities and student services, which if met, helps the environment of the campus overall. Academic Learning Center provides resources for adult completion and selected masters level programs. Proximity to Illinois and Chicago suggests opportunities for increasing articulation agreements, reciprocal agreements, internships, etc. 	
Fostering research and other scholarly activities to develop niche areas of academic excellence.	<ul style="list-style-type: none"> Comprehensive plan for research and professional development emphasizes instructional excellence, research and scholarship, grants and contracts, and under graduate research. Centers and institutes provide structure for development of academic niche areas. Endowed professorships provide leadership for academic niche areas. Increased federal support of faculty research. Improvements in academic computing and facilities. Creation of bonus pay program criteria and procedures. Affirmative action plan. Implementation of numerous strategic initiatives accelerates pace of change. 	<ul style="list-style-type: none"> If initial projects don't yield results, must reallocate additional funds or risk not making progress. Faculty and staff salaries below the mean of peer institutions. Competition for external funding; success requires track record. More fund raising opportunities along with greater competition for funds in Illinois and Chicago. Increased competition accompanies increased opportunities in Illinois and Chicago. Library acquisitions are designated for undergraduate support only. Traditional communication networks disintegrating as pace of change outstrips ability to communicate. Volume of change makes it difficult to determine which changes yield results.

Continued

Purdue University Calumet Strategic Initiatives	Key Opportunities	Key Vulnerabilities
		<ul style="list-style-type: none"> Limits to state funds, so resources for change must be secured through reallocation, additional tuition and fees, and fund raising.
<p>Investing the university's intellectual capita in regional economic development.</p>	<ul style="list-style-type: none"> Increased use of Entrepreneurship Center to foster partnerships with local businesses. Extended and distance education plan. Partnership in local and statewide initiatives to grow technology businesses in Indiana. The economy of northwest Indiana is shifting from a manufacturing base to a professional, service, and high technology base. 	<ul style="list-style-type: none"> Multiple government agencies make collaboration difficult. Economic base in manufacturing provides limited opportunities for collaboration.

AQIP Category 1: Helping Students Learn

1C1, 1C2 Common Student Learning Objectives and Alignment with the Mission

A new Academic Affairs vision and mission, articulated in academic year 2003-2004, provides a university context for the common learning objectives implemented in Fall 1997 and updated in academic year 2002-2003.

In 1995, the Council of Faculty Delegates (now the University Senate) passed the first eight of the following Common Student Learning Objectives, effective Fall 1997. The ninth objective was added in 2003. See Table 1-1 for the nine Common Student Learning Objectives.

Table 1-1 Common Student Learning Objectives

Learning Objectives
(1) the skill to communicate in English in both oral and written forms
(2) the skill to form and solve abstract problems
(3) the skill to gather, organize, and present information
(4) a knowledge of basic scientific principles and contemporary technologies
(5) a knowledge of human societies, including their historical development, and the modes of inquiry used in their study
(6) the knowledge of issues related to wellness
(7) the critical sense to appreciate the arts and works of human expression
(8) an understanding of the relationship between technology and society
(9) the utilization of campus resources and the development of a basic understanding of goal setting, values exploration, the relationship between academic planning and life goals, discipline-specific career exploration, and critical thinking

The University Senate, through its Curriculum and Educational Policy committee, oversees curriculum development and modification at Purdue University Calumet. Academic departments are charged with the responsibility of developing and maintaining curricula that will provide undergraduate and graduate students with learning experiences appropriate to their chosen careers and future educational goals. The specific major curricula combined with the university's common learning objectives to form an educational experience that seeks to empower alumni to be productive citizens of their communities and lifelong learners.

1C3 Key Instructional Programs and Methods

The key instructional programs of Purdue University Calumet are professional in nature, career-oriented, and designed to facilitate life-long learning. These programs are built on a base of liberal arts and sciences. Professional programs include Engineering, Technology, Management, Education, Nursing, Hospitality and Tourism Management, and Communications, along with a substantial number of programs in the liberal arts and social sciences.

Most courses offered at Purdue University Calumet are traditional three-to-five credit hour classes delivered face-to-face in classrooms and laboratories. The university continues to increase the number of distance learning courses to meet the needs of cur-

rent and potential students. Many faculty use email, Web pages, and course management software to enhance traditional instructional methods. In Fall 2004, 62 percent of the students were enrolled in either Blackboard or Vista supported courses and 11 percent were enrolled in Web-based distance learning sessions. The Office of Distance Education and Extended Learning was created within Academic Affairs in 2004-2005 to support the strategic goal of providing quality education to all qualified students.

1C4 Preparing Students to Live in a Diverse Society and World

Even though the Common Student Learning Objectives do not use the word “diversity,” the common learning goals (5) through (8) were chosen to develop understanding, appreciation, and acceptance of the contributions to the tapestry of human life by all people. The responsibility for insuring that the curriculum prepares students to live in a diverse world rests with departments. The Academic Program Review process evaluates how effectively each program fulfills this responsibility. (See 1P8 for description of APRC).

1C5 Maintaining a Healthy Campus Climate

Student and employee rights and responsibilities are in a variety of public documents (see Table 1-2). Table 1-2 describes those Purdue University system policies relevant to affirmative action, academic freedom, students’ bill of rights, and employee and faculty promotion and tenure, and how these policies are disseminated.

Table 1-2 for Disseminating Campus Policies

AQIP Category 1: Helping Students Learn

Policy	Description and Dissemination
Anti-discrimination and Anti-harassment Policy Affirmative Action and Equal Opportunity Policy	The booklet <i>Fostering Respect, Creating Community</i> is given to all faculty and staff and contains policies on anti-discrimination and anti-harassment. Periodically, discussion about these policies and enforcement procedures are held with all deans, directors, and department heads.
Student Bill of Rights	The Student Bill of Rights covers 18 student rights and is available to students through the <i>Student Handbook</i> and via the Web.
Intellectual Freedom	The <i>Purdue University Faculty & Staff Handbook</i> , available via the Web, states that % tenure is an explicit and established policy of Purdue University. Its rationale resides in its effective safeguard of academic freedom without which a university cannot fulfill its proper function.”
Academic Integrity	The University Senate has adopted an honor code for students and a set of recommendations for faculty on how to reduce opportunities for cheating.

1P1 Determining Common Learning Objectives

At Purdue University Calumet, the faculty holds the authority to set curriculum. The faculty exercises this authority through its governing body, the University Senate. The Curriculum and Educational Policy committee of the University Senate is charged with oversight of the Common Learning Objectives. (See 1C1, 1C2, and 1C3).

Academic department faculty determines specific program learning objectives. Accreditation standards in certain disciplines affect these program learning objectives.

1P2 Design of New Courses and Programs

New programs and courses are initiated by one or more faculty members, department chairs, and/or deans. Especially for programs within professional disciplines, advisory boards, representatives from area businesses, industries and P-12 school systems, and other stakeholders are consulted to determine the actual need for a new program. The information provided by these stakeholders assists in the development and scheduling of the new programs or courses.

Most academic programs are stable in scope and content. Changes in programs emphasize learning outcomes, evaluation methods, and instructional delivery methods.

All new programs and courses must go through a course/program approval process mandated by the University Senate. Informal consultation among units is encouraged throughout the process. Formally, once the initiating unit has approved the program/course, it is reviewed by a school curriculum committee and posted in a shared email folder. After this review and possible modification in response to concerns raised, the document is forwarded to the Curriculum and Educational Policy committee of the University Senate. This committee solicits input from the university community as part of its process. A program/course approved at this level is then reported to the University Senate, which may accept, reject, or request modifications. The review process is extensive and open, so most curriculum proposals pass the University Senate with no need

for further discussion.

The approved program/course is then officially registered with the Purdue University Calumet Office of the Registrar.

1P3 Required Student Preparation

The current curriculum development process for new programs/courses includes a process to determine the preparation for enrollment in all courses and programs. Admissions requirements for entry to individual departments are rarely changed. Course prerequisites within curricula are more apt to be changed in response to information gathered in the assessment of learning outcomes.

1P4 Communicating Expectations

A traditional approach to university student recruitment communicates university program and degree requirements through a variety of sources including the catalog, view book, Web site, high school guidance counselor workshops, campus visitations for prospective students (View Purdue), and student orientation. The Center for Student Achievement is expanding and coordinating recruitment activities.

Student orientation has been radically redesigned since 2003. This has resulted in a new Purdue University Calumet student entry process consisting of PUC 101 orientation, a required freshman seminar in the student's major discipline, and an emphasis on holistic advising for all new students. PUC 101 is a daylong, mandatory orientation held in the summer before a

beginning student's first semester. The program briefly introduces students to the university's resources, establishes important connections between new students and faculty within their intended majors, and culminates in students registering for their first semester's courses.

The freshman seminars address the transitional needs of new students for guidance in adapting to a new environment and the academic demands of a university.

1P5 Programs of Study

For new students, the programs offered by the Center for Student Achievement, especially holistic advising and close contact with faculty and experienced students through the freshman seminars and supplemental instruction, provide students with information and support as they select programs of study that match their needs, interests, and abilities. Placement tests for English and mathematics help determine the entry level courses the students are prepared for in those fields.

For all students, advisors and faculty play key roles in determining discrepancies between students' preparation and what is required by the intended program of study. Written plans of study for each major are available to students.

Continuing as well as new students may take advantage of free career advice offered by the Center for Career and Leadership Development and free career testing and evaluation through the Counseling Center.

1P6 Documenting Teaching and Learning Effectiveness

Purdue University Calumet uses a variety of instruments and processes to document effective teaching and learning. Some of these have been in place for several years; others are in their formative stages.

Since 2001, Purdue University Calumet has participated in the National Survey of Student Engagement (NSSE). This provides a high-level view of the experience of freshmen and seniors with teaching and learning.

The university has a course evaluation system which includes feedback from students in each course. Expectations concerning content, pedagogy, and outcomes are communicated through academic departments.

1P7 Instructional Delivery Process

Most courses are taught in a lecture or lecture/lab format. A growing number of classrooms contain multimedia equipment because faculty desire and require technological support in the classroom. Another area of growth is the offering of online courses.

The system for balancing student and institutional needs occurs at the department level, with department heads setting the course schedule for their units. Department heads determine how offerings fit within the majors, how past enrollment in courses point to the best times for certain offerings, and whether courses should be offered in off-campus locations. The Academic Affairs Scheduling Office reviews the departments' proposals to optimize access by students to all required

courses.

1P8 Curricular Currency and Effectiveness

It is the responsibility of the faculty working with their department heads and deans to ensure the currency and effectiveness of the various curricula. Every five years there is an internal review of each program as part of the academic program review conducted by Academic Affairs. The review process requires departments to submit a portfolio several weeks before the review is scheduled. The portfolio consists of documentation on:

- how the department has responded to the concerns or recommendations from previous reviews
- the department's strategic plan and how it is being implemented
- the effectiveness of service courses to non-majors
- currency of curricula
- faculty accomplishments in scholarship and service.

Within two months of the review, the APRC committee reports to the department, the school dean, the vice chancellor for Academic Affairs, and the chancellor. The vice chancellor arranges for a consultation among the chancellor, vice chancellor, school dean and department head to consider the committee's report. In its annual assessment and planning reports to the dean, the department addresses the progress made in responding to the APRC recommendations as well as its own

goals and timelines.

Also, departments that do not have external accrediting bodies that evaluate curricula using national norms are beginning to establish scheduled external reviews to provide the benefit of input from those not vested in the status quo.

When it is determined that curricula should be changed, the same process outlined in 1P2 is used to effect the change.

1P9 Student and Faculty Needs Relative to Learning Support

Purdue University Calumet has been actively developing structures to support student learning. The Center for Student Achievement grew out of the recognition that students and faculty needed support that extended beyond the classroom. The Writing Center and Skills Assessment and Tutoring Center existed before this center was conceptualized.

An early initiative of the Center for Student Achievement was the creation of the supplemental instruction program. This is a major retention initiative that focuses on learning support for faculty and students in courses with a history of 30 percent or more Ds, Ws, and Fs. More than 70 students are employed in supplemental instruction and tutoring for 2003-2004, making supplemental instruction an important campus employment initiative. Student supplemental instruction leaders work with the faculty instructor of their assigned courses. The supplemental instruction

leaders attend all sessions of the course and recruit students in the course to attend supplemental instruction sessions they lead. These sessions, which are developed with the instructor's input, provide targeted review and skills development activities.

The Library has created an information literacy module to teach students how to identify and access material held locally or available electronically.

The Technology Education Center assists faculty in integrating technology into their classrooms.

An academic integrity task force was convened in 2003-04 to address concerns that many students do not understand what constitutes plagiarism, the difference between actively participating in group projects and taking credit for the work of others, and other issues related to academic integrity. The task force consisted of one representative from each academic school. In Fall 2004, the task force recommended to the University Senate that an honor code be instituted and that workshops be developed to train faculty to develop clear guidelines for students in their courses and be able to recognize and appropriately respond to instances when these guidelines are violated. The University Senate has approved the honor code requirement and established a standing committee to implement the code. Faculty workshops are planned for late spring and summer 2005.

1P10 Co-Curricular Development Goals Aligned with Curricular Learning Objectives

The Center for Student Achievement's programs and services reflect partnerships between Academic Affairs and Student Services on processes linking co-curricular goals and curricular learning objectives. The Freshmen Seminar in the disciplines, now required by all departments as part of students' general education, is an example of how these goals have been aligned.

Other examples of these partnerships are:

- The leadership development series offered by the Office for Career and Leadership Development for all interested students
- A partnership between Habitat for Humanity and the Construction Management and Engineering Technology department
- Student organizations connected to majors

1P11 Student Assessment Process

Processes for student assessment are determined by the faculty. For some programs, the assessment process is mandated by accreditation bodies. Assessment outcomes are formally reviewed during the five-year academic program review process for all departments. As noted in 1P8, many departments are using external reviews to help strengthen their programs. The vice chancellor for Academic Affairs and the Academic Program Review committee determine if departments are meeting their goals.

In the 1990s, the Council of Faculty Delegates mandated that each department create a learning outcomes process for their major programs. The expansion of this initiative to include assessment of service courses is in process.

This is an area that has lacked the support it needs because the university was without an institutional researcher for several years. In Fall 2004, a new Office for Institutional Research was created within Academic Affairs and a director was hired.

1P12 Well-Prepared Students

Table 1-3 lists the most common ways that Purdue University Calumet gathers information on the level of preparedness of students for employment or further education.

Table 1-3 Measures of Student Preparedness

Measure	Mechanism
Survey of Recent Graduates	The Office of Career and Leadership Development surveys recent graduates on employment and graduate school.
Survey of Alumni	Through 2002, alumni have been surveyed on the impact of their academic experience on work and quality of life.
Departmental Internships Practica Senior Projects	Students work with external employers and with community-based organizations, which evaluate their performance. These experiences are supervised by faculty members, who receive feedback on the students' performance.
Department-based Surveys	Academic departments conduct: –surveys of employer satisfaction with graduates' performance (professional departments) –self-reports by students –advisory council feedback (AQIP project will systematize receiving this feedback)

	–survey of alumni (through Fall 2002) –annual survey of graduates' employment and graduate school plans (2001, 2002, 2003)
National Survey of Student Engagement	Campus administrators from the chancellor through the department heads review results of key questions within NSSE.

1P13 Measures of Student Performance

The primary methods to measure student performance are instructor-administered and classroom-based. The assessment of learning outcomes in major programs provides departments with additional longitudinal information on students' performance. Surveys of local employers also provide feedback on how Purdue University Calumet's graduates perform in the workplace.

The campus administrators are tracking measures from NSSE that indicate the need for improvement. During the 2004-2005 school year, faculty through their academic departments will be asked to review the NSSE data from 2001-2004 and recommend ways to address areas needing improvement. A newly hired institutional research director will aid in this process.

1R1 Results for Common Program and Learning Outcomes

In addition to the nine Common Student Learning Objectives (See 1C1/1C2), each program has specific outcome goals for its majors. Most of the university's key instructional programs (See 1C3) are accredited. They are required to demonstrate that their students are meeting both common and specific

goals. The effectiveness of all programs in preparing students to meet common and program specific goals is regularly evaluated through the academic program review process.

1R2 Evidence of Learning

In-class performance measures administered by individual faculty serve as a primary method of evaluating students' learning. The university does not currently have an assessment plan in place that specifically addresses its general education outcomes.

Purdue University Calumet's professional programs have external accreditation.

The graduates of the programs of Elementary and Secondary Education, Nursing, and Marriage and Family Therapy must pass licensure examinations before practicing.

Another source of information is the alumni assessment survey. In the alumni assessment survey of 1990, 1993 and 1996 graduates conducted in 2000, 88.1 percent to 91 percent rated Purdue University Calumet as effective or very effective in preparing them for employment.

1R3 Results for Helping Students Learn

The university obtained the following results in new processes to help students learn:

Reorganized University Division, as the Center for Student Achievement, for more outreach to P-12 and community colleges

PUC 101 orientation: 1,530 students attended 21 sessions in Summer 2004.

Freshmen seminars: All academic departments have created courses for Fall 2004. All beginning students registered for seminars.

Supplemental Instruction served 876 students in 130 sections in 2003-2004. Retention of students taking supplemental instruction averages 12-14 percent higher than retention of students overall. (See 8R1).

Professional advisors were hired in each academic school to provide the holistic advising new students need. They coordinate with faculty advisors to ensure a smooth transition to departmental advising at the sophomore level.

1R4 Benchmarking

Purdue University Calumet benchmarks against ten peer institutions as it works to meet the strategic goals of increasing its first year retention rate from 62 percent to 72 percent and six year graduation rate from 22 percent to 24 percent by 2006.

Table 1-4 shows benchmarking data as of 2002.

Table 1-4 Peer Institutions

Institution	Enrollment	Classification	US News Ranking	Freshman Retention	6 Year Graduation Rate
Kean University (NJ)	11,199	Master's I	Northern Tier 3	80%	39%
Kennesaw State(GA)	13,148	Master's I	Southern Tier 3	58%	25%
Southern Illinois-Edwardsville	11,877	Master's I	Midwest Tier 3	71%	32%
U Central Oklahoma	14,173	Master's I	Western Tier 3	61%	27%
Massachusetts-Boston	13,778	Doctoral/Research	Northern Tier 2	67%	28%
U Michigan-Dearborn	8,076	Master's I	Midwest Tier 2	77%	45%
N.Carolina-Greensboro	13,322	Doctoral/Research	National Tier 4	73%	48%
N.Carolina-Wilmington	9,967	Master's I	Southern Top(25)	79%	55%
Tennessee-Chattanooga	8,604	Master's I	Southern Tier 2	72%	40%
Patterson of NJ	9,758	Master's I	Northern Tier 3	78%	44%
Purdue University Calumet	9,178	Master's I	Midwest Tier 4	62%	22%

111 and 112 Improving Current Processes and Systems

In 2001, the Strategic Planning committee reviewed many processes impacting student retention. Their concerns led to the creation of the Center for Student Achievement to support students in reaching their educational goals from entry to graduation.

Academic Affairs convenes the Academic Program Review committee to conduct the annual review process. (See 1P8). All academic departments and units are reviewed on a rotating basis by this committee.

Recommendations from this committee include student assessment and the development of service course advisory committees. This process was recently revised and updated.

Annually, the vice chancellor for Academic Affairs, the deans, and

department heads review programs and activities designed to improve student retention and graduation rates. This information is communicated to the faculty through their department heads. Under the leadership of the vice chancellor for Academic Affairs, programs and processes are refined to be more effective when necessary.

At Purdue University Calumet, the AQIP process needs to better align with strategic planning to improve processes overall.

Table 1-5 illustrates how major stakeholders are kept informed of results and improvement priorities.

Table 1-5 Communication Mechanisms

Group and type of communication	Frequency of communication
Advisory Councils on improvements in students' performance, curriculum updates	Annually
Deans Meeting on changes to major processes such as course assessment	Bi-weekly
Meetings of the Council of Academic Department Heads	Monthly
Deans, directors, and department heads on updates to meeting targets in strategic plan	Monthly
Faculty and staff on annual goals at convocation	Annually
<i>The Next Level</i> —Briefs on strategic planning accomplishments sent to donors, alumni, P-12 school system officials, and other stakeholders	Three times a year
<i>Purdue University Calumet</i> magazine sent to students and their families, alumni, faculty, staff, donors, and other university friends and stakeholders on university advancements and progress on meeting major strategic planning goals	Annually
Purdue University Board of Trustees on meeting targets set in strategic plan	Annually

AQIP Category 2: Accomplishing Other Distinctive Objectives

2C1, 2C2 Distinctive Institutional Objectives and Alignment with the Mission

Purdue University Calumet's strategic position in northwest Indiana is built on three foundations: student success, academic program quality, and contribution to regional economic development. It is the central focus on regional economic development that distinguishes Purdue University Calumet from other colleges and universities in the region and positions the university to build strong community support. Purdue University Calumet has committed to help create new jobs that are worthy of the university's graduates.

The Strategic Plan Goal 4 (of 4) states: Purdue University Calumet will become a fully engaged partner in regional economic development. The university is committed to maximizing its responsiveness to Calumet regional issues. In its strategic plan, the university has committed to increase by 50 percent the number of faculty and staff engaged in sharing their expertise in matters of regional and community interest. The university also anticipates a 50 percent increase in community participation on campus advisory boards - bodies that help it design curricula to meet local needs.

Additionally, Purdue University Calumet plans to be a bridge that connects various entities of the Calumet region. The university identified key strategies built on creating a technology center and high tech incubator and an academic

learning center in Merrillville, Indiana, located nearly twenty miles southeast of the main campus in the part of the Calumet region that is rapidly growing in population.

To accomplish Purdue University Calumet's strategic goal, the university has engaged in a number of coordinated activities that support regional economic development.

- The Entrepreneurship Center is a program for small businesses that have been in existence for at least two years and are ready to grow to a new level. Groups of twelve to twenty-two entrepreneurs enroll in an 18-month program of learning, coaching, and mutual support as they develop business plans and business expansion strategies. Purdue University Calumet acquired a building near campus for the Entrepreneurship Center to provide sufficient program space and a distinctive identity in the community.
- The Hammond Business Incubator is currently in the planning stage. Purdue University Calumet is about to enter into an agreement with the City of Hammond to operate its business incubator on a contractual basis in Hammond's downtown area, which has received certified technology park designation.
- The Purdue Technology Center of Northwest Indiana is the centerpiece of Purdue University Calumet's efforts to diversify the economic base of the region. A partnership

of Purdue University, Purdue Research Foundation, Purdue University Calumet, and the federal government, the Technology Center is an incubator for start-up businesses developed around new technologies. The center opened in December 2004 with seven clients and the Indiana Economic Development Corporation as tenants. Another eight to ten potential clients are in discussion with the center's business development manager.

- Opportunities for Indiana is a grant from Lilly Endowment Inc. that provides funds for paid internships in technology-based start-up businesses. Purdue University Calumet students have the opportunity to work in new business ventures, which provides an excellent context for applying what they learn in their curriculum. This grant also provides \$50,000 per year for three years as prize money for business plan competitions. Contestants for these prizes are often excellent candidates for one of the university's incubators.
- Providing access to intellectual capital is another Purdue University Calumet strategy for involving more faculty and staff in economic development and is built on the creation of several centers and institutes. Each of these must operate at the intersection of faculty applied research, hands-on student learning, and economic development. The university has initiated three such institutes to date:
- The Water Institute focuses on issues related to water security and efficiency.

Purdue University Calumet is located near Lake Michigan and the greatest source of fresh water in the world, the Great Lakes. Water will certainly be a most valuable resource in the 21st Century and securing the water supply from chemical and biological contaminants will present opportunities for economic development.

- The Center for Energy Efficiency and Reliability focuses on the production of energy in ways that are compatible with environmental concerns. Energy is another differentiating resource in north-west Indiana. Because of the presence of heavy industry (steel and oil), the Calumet region has very high production capacity. The future value of this resource will depend on the ability to maintain it in ways that are environmentally friendly. Faculty and staff at Purdue University Calumet will work on these issues in partnership with industry.
- The Center for Women and Minorities in Construction is the result of the university's commitment to build the pipeline of minority and women contractors through the use of scholarships and internships in its construction management program. Construction is a major business in the region and there is an expectation that construction contracts will be offered to companies of diverse ownership. However, the number of female and minority owned businesses that can currently bid on projects is small. Purdue University Calumet will also develop a program track in entrepreneurship.

- Community involvement in program development is another priority. In order to assure that Purdue University Calumet's academic programs meet the needs of employers in the region, the university has committed to expand the number and membership of its community advisory boards.

Purdue University Calumet's distinctive role in economic development is at the heart of its mission as a publicly funded regional university in an area that is going through significant transition. The university ensures that its economic development activities remain integrated into the educational mission through the campus strategic planning process. There is broad campus participation in the process that sets strategic goals. The university's annual goals are developed by campus senior leadership in reflection of the institution's strategic plan and measurement of its progress. The annual goals are intended to be congruent with the plan and to move it forward. They are communicated widely to the campus community and discussed in meetings with administrators at the department level and with campus governance groups.

2C3 Faculty and Staff Needs

Economic development, as it unfolds on campus, has a strong relationship to student learning and student success. First, it creates opportunities for experiential learning in the form of undergraduate research and internship opportunities. Second, it helps create the kinds of jobs that will motivate students to remain in school and graduate. These jobs are significantly more challenging

than the kinds of service jobs that typically grow in areas of manufacturing decline. They require a college education and, indeed, continuing education and training.

2P1 Determining Other Distinctive Objectives

Major strategic directions and goals are set in the campus strategic planning process. The current strategic plan was developed by a strategic planning task force charged by the president and chaired by the chancellor and the chair of the University Senate. Other members were drawn from faculty, staff, and administrators across the university. Once a draft strategic plan was formulated, it was presented to all departments on campus, as well as in open meetings. A final document was presented to the president and board of trustees for review and approval.

2P2 Communicating Expectations

Expectations are communicated in open public meetings and through the organizational structure. Both the strategic plan and annual goals that support it are communicated by the chancellor in a university-wide convocation at the beginning of each academic year. Vice chancellors hold "town hall" meetings to review and discuss strategic goals and related operational goals. Annual goals are also reviewed by all campus administrators in at least one of the monthly administrative meetings that are held throughout the year.

Both strategic goals, including annual progress updates, and annual goals are posted on the campus Web site.

2P3 Determining Faculty and Staff Needs

Faculty and staff needs related to Purdue University Calumet's economic development goals are determined through the normal organizational processes of planning and budgeting. Planning at the departmental level includes engagement of advisory boards and development of departmental operating and strategic plans. These plans are communicated to the deans and the vice chancellors for consideration in the development of annual goals.

2P4 Assessing and Reviewing Objectives

Goals developed at the program level are reviewed by deans and considered for inclusion in requests to fund strategic initiatives. These requests are solicited annually and reviewed and prioritized by the vice chancellors. Prioritized requests are brought to the senior leadership team for further prioritization and designation for funding. Feedback is communicated back through the organization by the respective vice chancellor, dean, and department head.

2P5 Measures for Accomplishing Distinctive Objectives

Assessment measures are requested to accompany each strategic initiative.

The university's key commitments to regional economic development have their own set of measures.

Table 2-1 Key Strategic Initiatives

Strategic Initiative	Measures
Entrepreneurship Center	Participant reports on business growth
Hammond Business Incubator	Clients in incubator: number of businesses, number of employees, total payroll
Purdue Technology Center	Incubated companies becoming independent, employment of Purdue students and graduates, local/state/national economic impact, recognition
Opportunities for Indiana	Number of interns placed, number of Purdue graduates employed, number of business competition winners starting/growing regional businesses
Water Institute	Numbers of faculty/students participating, projects funded through grants/contracts, patents produced, businesses grown
Energy Efficiency and Reliability Center	Numbers of faculty/students participating, projects funded through grants/contracts, patents produced, businesses grown
Center for Women and Minorities in Construction	Number of student scholarships, number of interns placed, employment rates post graduation, number of new businesses created
Community Advisory Boards	Number of programs with boards, total number of board members, number of new academic programs introduced

2R1 Results in Accomplishing Distinctive Objectives

Results for each initiative are reported below.

Table 2-2 Results for Key Strategic Initiatives

Strategic Initiative	Results
Entrepreneurship Center	419 participants have completed the program. Participants rate program highest for increase in personal confidence, ability to compete, and confidence in developing new business and products
Hammond Business Incubator	To be determined
Purdue Technology Center	7 businesses accepted for start-up in Dec. 2004
Opportunities for Indiana	26 internship placements in 12 companies
Water Institute	Federal funds appropriated \$500,000, grant from BP \$50,000
Energy Center	Endowed professorship
Center for Women and Minorities in Construction	To be determined
Community Advisory Boards	Increased number of boards from 8 to 20; increased participation from 143 to 228

2R2 Comparisons with Peer Institutions

Purdue University Calumet has not yet compared the results obtained with measures of its distinctive objectives with those reported by peer institutions.

2R3 Strengthening the Institution

Purdue University Calumet has been strengthened by developing a clearly communicated, well-accepted identity as the lead regional university in economic development. This translates into legislative support for the university's economic development agenda, increased corporate giving, increased requests for training programs, and greater demand for interns.

2I1 Improving Systems and Processes for Accomplishing Distinctive Objectives

The university needs to strengthen community advisory boards through board development programs for department heads. Such programs enable department heads and deans to focus on recruiting and using board members, seeking additional resources, and seeking program improvement advice.

The institution should focus on recruiting teams of faculty to staff centers and institutes.

The university should establish special advisory boards to engage in program development and strategic planning. The Entrepreneurship Center and the Purdue Technology Center have advisory boards; the Hammond Business Incubator will have one established in the near future.

2I2 Setting Targets for Improvement and Communicating Results

Targets for improvement are set through planning processes guided by advisory boards. Targets are set based on regional need and institutional capacity. Because all of these efforts (with the exception of the Entrepreneurship Center) are relatively new, the university's pressing current concern is healthy start-up. Once board work is a year or two into the cycle, the university will be able to identify areas for improvement.

Results are communicated through a variety of mechanisms:

- Shared with the Board of Trustees in a scheduled committee meeting
- Shared with faculty and staff at the fall convocation
- Shared with campus administrators in monthly meeting agendas
- Shared with the chancellor's advisory board in regular meetings
- Communicated broadly in *The Next Level*
- Shared with campus governance groups through the University Forum
- Shared with students in the campus newspaper

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs

3C1, 3C2 Key Student and Stakeholder Groups and Their Requirements and Expectations

Students enrolled at Purdue University Calumet are grouped according to key characteristics, such as academic major, academic level, course load, gender, age, and special needs. Student characteristics influence the type, depth, and focus of processes that address the specific needs and learning objectives of the students. These groups of students are the audience for the processes set forth in Category One.

Table 3-1 Expectations of Student Groups

Key Student Groups	Requirements and Expectations <i>(Common to all students unless otherwise noted)</i>
Academic majors: <ul style="list-style-type: none"> • Direct admittance: meet qualifications for desired major • Preparatory or developmental: do not meet qualifications for regular admittance • Undecided major • Academic level • Undergraduate • Associate or Baccalaureate degree • Graduate student • Classification-first year, second... • Full-time or Part-time • Gender • Age • Commuter • International • Minority & Special Needs 	Quality advisors, quality teaching, support services, all required courses offered in a schedule that would enable graduation in six years or less, scheduling flexibility (off-calendar scheduling), advising that addresses problems specific to part-time students, employment opportunities (on/off campus), experiential learning including internships, undergraduate research, and increased student life activities, more day classes, more on-campus employment, fitness facilities, space and facilities, convenient parking, faculty/student interaction outside the classroom, scholarly information sources (library) especially for graduate students, equal opportunities and access.

Stakeholders' needs vary by group. Stakeholder groups at Purdue University Calumet include advisory boards, P-12 schools, alumni, donors, and other significant groups.

Table 3-2 Expectations of Stakeholder Groups

Key Stakeholder Groups	Requirements and Expectations Short Term and Long Term
Academic advisory boards (comprised of representatives of local employers, alumni, and community leaders)	Participation in curriculum review and resource development, and opportunity to help place students in internships and jobs; represent the employing stakeholder in new program design
P-12 schools	Qualified student teachers, professional development programs, articulation with admission standards, support for learning improvement
Community colleges	Establish and update articulation agreements and collaborate on new programs
Alumni	Opportunities to participate in special events, access to campus resources, networking opportunities, and assistance in strengthening campus
Donors	Involvement in campus programs and activities, opportunities to support students (scholarships) and to strengthen academic programs, and recognition for contributions
Indiana Commission for Higher Education	Expectation of Purdue University Calumet participation in state comprehensive plan for higher education, ongoing development of role as a regional campus with a focus on bachelor's and master's degree programs, and program and budget development through Purdue University
Purdue University Board of Trustees	Expectation that as a component of a peer university system, the university provides quality education to the citizens in northwest Indiana and matures as a Master's I, Comprehensive tier 3 institution

Continued

Key Stakeholder Groups	Requirements and Expectations Short Term and Long Term
Government and non-government organizations: State legislators and state and federal funding units and community-based social service organizations	Good stewardship of state and federal funds to run programs efficiently and produce results, compliance with law and higher education policy, responsiveness to regional needs, retention and graduation of students, and contributions to regional development
Employers	High quality graduates for workforce, opportunities to offer input
Purdue University West Lafayette	Participation in university-wide efforts, sound practice in planning, resource management, program development, and service to Purdue University Calumet's region
Higher Learning Commission and other accreditation boards	Meet all standards and criteria for accreditation, institutional commitment to continuous improvement boards
Families of students	Provide high-quality learning experience, reduce barriers to degree attainment, and provide support and guidance, as appropriate
Local Calumet region communities and City of Hammond neighbors: Calumet region is broadly defined as north-west Indiana and south suburbs of Chicago	Catalyst for regional and economic development, access to degree programs, access to intellectual capital, and access to scholarly information resources

3P1 Identifying, Analyzing, and Responding to Changing Student Needs

Identifying the changing needs of student groups is accomplished primarily through informal processes including student communication with advisors and faculty. Through governance bodies such as the Student Government Association, the needs of specific student groups are brought to the attention of the administration, faculty, and staff. Moreover, students serve as members of University Senate and

major committees where they represent student interests and objectives.

Various task forces, demographic analysis, analysis of Indiana Commission for Higher Education performance indicators, and departmental analysis of student needs are used to analyze and be responsive to the changing needs of student groups.

3P2 Building and Maintaining Student Relationships

The foundation of strong student relationships begins before the students enroll at Purdue University Calumet. In addition to traditional recruitment of high school students, the university is involved with various educational opportunity programs, such as Upward Bound and Talent Search, that reach out to middle and high school students. The university's positive community involvement and reputation establish a firm foundation for future student relationships.

Purdue University Calumet instituted a redesigned student entry process with a mandatory new student orientation known as PUC 101. Freshman seminars are a general education requirement in each academic discipline, and there is academic advising for all freshmen. Academic departments have many activities, programs, and sponsored organizations for connecting and building relationships within their respective majors and reinforcing connections with academic departments.

There has been increased support for classroom work through supplemental instruction and tutoring support. Student

relationships are also built by providing connections through employment opportunities, including on-campus employment, internships, and undergraduate research.

Involvement in student organizations offers opportunities outside the classroom to engage students in experiential learning. The Student Government Association is the student voice to university administration. Purdue University Calumet's Student Government Association has a seat at the University Senate.

3P3 Identifying, Analyzing, and Responding to Changing Stakeholder Needs

The changing needs of stakeholder groups are identified primarily through ongoing face-to-face meetings and two-way communication.

Table 3-3 Responding to Stakeholder Needs

Key Stakeholder Groups	Means of Communication and Analysis
Academic advisory boards	Dean or department head with an advisory board convenes regular meetings, board members invited to serve on committees and curricular reviews, annual recognition event (sponsored by chancellor) for all advisory board members
P-12 schools	Dean of Education, Professional Development committee, Teacher in Residence program, Center for Educational Leadership, and Office of Admissions work with counselors; publications including <i>Purdue Calumet</i> and <i>The Next Level</i>
Community colleges	Annual meeting with each local community college to plan and review articulation agreements
Alumni	Alumni Association news, annual magazine, membership events (awards events, annual picnic, homecoming, platinum speaker series), annual fund appeal, university Web site

Donors	Publications, Chancellor's Council events, recognition events, invitations to campus openings, and personal visits and communications
Indiana Commission for Higher Education	Communication through the Office of the Provost, Purdue University
Purdue University Board of Trustees	Communication through the Office of the President, Purdue University
Government and non-government organizations: State legislators and state and federal funding units, and community based social service organizations	Personal meetings (one-on-one and in groups); publications including <i>The Next Level</i>
Employers	Center for Career and Leadership Development, advisory boards
Purdue University West Lafayette	Communication through organizational liaisons: chancellor meets regularly with the president, vice chancellor for Academic Affairs with the provost, vice chancellor for Administrative Services reports jointly to executive vice president for Finance, and so on
Higher Learning Commission and other accreditation boards	Communication through designated liaisons, vice chancellor for Academic Affairs designee for Higher Learning Commission (AQIP), department head and/or dean for program accreditation
Families of students	Primary communication through Enrollment Services Office
Local Calumet communities and City of Hammond neighbors:	Multiple forms of communication (issue dependent), individual mailings for high-visibility neighborhood issues, press releases and news stories, advertisements, TV and radio programs, including <i>Purdue Cal and You</i> , and <i>Purdue Calumet Sports Insight</i>

3P4 Building and Maintaining Stakeholder Relationships

Stakeholder relationships are key to continued improvement and expansion of university programs and funding. The means used to identify needs in 3P3 are the same as those used to build and maintain stakeholder relationships. Maintaining open, two-way

communication with each stakeholder, ongoing face-to-face meetings, and being responsive to the changing needs of each stakeholder is vital to the success of those relationships.

3P5 Determining New Student and Stakeholder Groups

New student and stakeholder groups are often identified through existing relationships; however, new groups tend to make themselves known by making requests to the university. When such requests are received, the appropriate committee, advisory board, or administrative body compares the new group's proposal to Purdue University Calumet's mission, vision, and resources. Decisions regarding new initiatives hinge on their alignment with the university's mission and available resources.

3P6 Collecting and Analyzing Information and Communicating Actions

Purdue University Calumet follows separate processes for its various stakeholders, including students, faculty and staff, and external constituents. The chancellor's Web site is organized to collect complaint information from all stakeholders. The information collected from the Web site is distributed to the appropriate office for action. Complaints collected through this Web site are charted by the Chancellor's Office. A similar record of any legal action is also maintained through the Chancellor's Office.

Administrative Services collects complaint information from some stakeholders (primarily staff) through regular

surveys. They conduct a performance/importance comparison on each question. The gaps between performance and importance are determined and the questions with the largest gaps between performance and importance are addressed first. Results are shared with the executive leadership team, and they determine the actions that will be taken across Administrative Services to address the key issues. The actions are shared with stakeholders.

The Dean of Students Office has a complaint notebook and the Office of Academic Affairs collects and acts on student complaints.

Surveys are administered to advisory councils and the results communicated to academic administration.

3P7 Measuring Student and Stakeholder Satisfaction

The university uses a variety of methods to measure student and stakeholder satisfaction.

- National Survey of Student Engagement (NSSE) Annually since 2001. Addresses students' perceptions of academic experience.
- Center for Career and Leadership Development Annually since 2001. Addresses placement of students in companies and in graduate school.
- Academic departments' surveys Students and other stakeholders involved in the professional degree programs (Nursing, Management, Education, Engineering and Engineering Technology) are surveyed and otherwise interviewed

for their views and opinions as part of the professional accreditation process.

- Administrative Services Surveys other stakeholders and students on a regular basis.
- Student evaluation of courses
A new system was proposed to the University Senate Fall 2004 that would require systematic review of results by academic department heads and deans.

3R1 Student Satisfaction Results

Purdue University Calumet has participated in the National Survey of Student Engagement for several years. This survey assesses levels of student engagement in the university in those areas linked to high levels of learning and development. NSSE developed the following five benchmark clusters of effective educational practice that measure a first year student's expectations against a senior year student's perspective in hindsight.

Table 3-4 Student Satisfaction

National Survey of Student Engagement (NSSE) 2004 Institutional Benchmark Report		
Benchmark	Purdue Calumet Benchmark Score First Year Students	Purdue Calumet Benchmark Score Senior Year Students
Level of Academic Challenge	50.5	55.2
Active and Collaborative Learning	42.2	46.8
Student-Faculty Interaction	31.5	33.8
Enriching Educational Experiences	22.8	27.3
Supportive Campus Environment	58.8	55.8

The outcomes of the NSSE survey are

reflective of student satisfaction. Overall senior year results for Purdue Calumet were higher than first year expectations. The decline in the 'Supportive Campus Environment' cluster score indicates an opportunity for improvement.

Other results include:

- PUC 101 orientation and supplemental instruction are programs whose survey results demonstrate a positive correlation between the programs and student retention. The number of students participating in supplemental instruction rose from 53 in Fall 2003 to 77 in Spring 2004. Supplemental instruction has preliminary results showing higher retention of SI students. Qualitative research on the experience of supplemental instruction leaders is underway.
- The PUC 101 orientation questionnaire administered in Summer-Fall 2004 determined that 94 percent of students found the day useful and 91 percent of students met new people at PUC 101. Of those surveyed, 87 percent of students had their questions answered at PUC 101 and 98 percent of students considered PUC 101 staff and orientation leaders to be approachable.
- The Administrative Services customer satisfaction survey administered in Fall 1999 indicated that students, when asked about Administrative Services staff and services, reported positive responses to questions regarding courtesy, staff expertise, responsiveness, and flexibility. A somewhat negative response was reported for "welcomes input

for improvement.”

- The alumni assessment survey in 2000 (*Outcomes Assessment and Information for Office of Advancement: A Report on the Results of 1990, 1993 and 1996 Alumni*) indicated that 88.1 percent of the alumni considered Purdue University Calumet to be very effective or effective in preparing them for employment in 2000 compared to 91 percent in 1996. In 2000, 88 percent of respondents indicated that their jobs were some what or directly related to their major at Purdue University Calumet, compared to 87 percent in 1996.

3R2 Student Relationship Building Results

Analysis of student needs yielded the following survey results and the implementation or reorganization of various student support programs.

- The university reorganized University Division into the Center for Student Achievement to enhance outreach to P-12 schools and community colleges.
- PUC 101 orientation: 1,530 students attended twenty-one sessions in Summer 2004.
- Freshman seminars: All academic departments created courses for Fall 2004. All beginning students registered for seminars.
- The student employment office has been established. Work-study funds have increased 10 percent from the previous year. Funding has been allocated for increased employment opportunities. There has not yet been tracking of students

employed on campus. The student employment coordinator is now tracking students and it will be part of the usual process in the near future.

- Retention of supplemental instruction students averages 12-14 percentage points higher than retention of Purdue University Calumet students overall.
- Student Support Services provides advising and academic intervention for low-income first generation, and disabled students. Of the 300-350 students admitted each Fall, 80 percent are retained the next Fall (compared to 64 percent for Purdue University Calumet overall). After six years, 25-30 percent of the students graduate compared to 20 percent for Purdue University Calumet overall.

3R3 Stakeholder Satisfaction Results

Purdue University Calumet currently has anecdotal evidence of stakeholder satisfaction, but recognizes a need to establish a process.

3R4 Stakeholder Relationship Building Results

Purdue Calumet has an ongoing partnership with United Parcel Service through their Earn and Learn program. UPS employs 11 current students and 19 former students. Former students include those who have graduated or are no longer enrolled.

An internship program funded through a grant from Lilly Endowment Inc. has placed 26 interns in 12 start-up companies in the program's first year.

The internship program is part of a 3-year “Opportunity for Indiana” initiative designed to encourage entrepreneurship in Indiana and increase employment opportunities for graduates.

Approximately 60 employers have interviewed prospective employees on the university’s campus this academic year. Additionally, 80 employers participated in the 2004 job fair.

3R5 Results Comparisons

The university compares results for retention and graduation rates with peer institutions and 1 institutions. Other institutional data are compared with similar institutions listed in *U.S. News & World Report*, *IPEDS* surveys, and *NSSE* surveys.

3I1 Improvement of Current Processes and Systems

Establishing a means to collect data from students and other stakeholders is essential to improving Purdue University Calumet’s current processes. An institutional research director was hired in September 2004. The director has developed an Office of Institutional Research and is developing processes for better understanding the needs of key student and stakeholder groups.

The interim vice chancellor for Advancement and the vice chancellor for Academic Affairs will be organizing professional development activities for academic department heads and deans.

The newly hired associate vice chancellor for Research and Professional Development will lead the faculty development activities of the Center for Instructional Excellence and Office for Research and Sponsored Programs. This leader will also shape the development of the academic honors program and the undergraduate research program. The focus will be on improving the process of selecting members for advisory councils and working effectively with these boards to shape their input.

3I2 Targets, Improvement Priorities, Communication

The strategic plan sets targets for increasing the number and membership on advisory councils. This target is being improved through the professional development activity noted in 3I1.

The university needs to create a system that will yield the information needed for the institution to set appropriate targets and priorities.

AQIP Category 4: Valuing People

4C1 Organizing Environment and Activities

Job classifications at Purdue University Calumet are organized into the following main categories: administrative, faculty, clerical, service, and graduate aides. Within each category, jobs are stratified by areas of expertise. Administrative staff facilitate and manage the operations of the university; faculty teach, conduct research, and some advise; clerical employees are the first contacts for students, faculty, and the public; service staff maintain the facilities for the students, faculty, and other employees; and graduate aides serve as teaching and research assistants.

Faculty are generally located in the same buildings where their classes are scheduled, making it easier for the students to communicate with their instructors. Most of the administrative offices are located in a single building on the south end of campus separate from the classroom buildings, allowing more space for student-oriented staffing functions and activities.

The Enrollment Services Center is a physical reorganization of space into a one-stop shop for students in the enrollment process. This integrated student service involved extensive cross training of staff.

The Student Success Network, a virtual network of student retention functions across different work units, is developing under the direction of the Center for Student Achievement. This collaboration aims to make support services more

accessible to students and to encourage planning on a cross-functional basis.

The organization of all units contributes to student learning by ensuring expeditious access to the appropriate people and resources.

4C2 Key Geographic Factors and Part-time Employees

Purdue University Calumet's close proximity to Chicago provides access to a substantial, highly qualified labor pool, including consultants and part-time faculty. The institution's location in an area with other universities offers many opportunities for collaboration with these schools.

Purdue University Calumet also has access to staffing resources that exist within the Purdue University system. Administrative units at Purdue University Calumet, such as the offices of Advancement, Registrar, and Human Resources, work collaboratively with their counterparts in West Lafayette. The University Copyright Office, housed in The Libraries in West Lafayette, provides assistance and advice to the regional campuses.

4C3 Demographic Trends that Influence Workforce Needs

Human Resources staff conduct environmental scanning to determine workforce needs. This information helps with the staffing plan, restructuring staff, and market adjustment issues. Those items, which were used for the strategic plan in 2001, have been noted and are subsequently being tracked as part of the

plan. They examine the following current regional economic indicators and data about university employees. The information is reported annually to the senior leadership team.

Regional indicators:

- Projected job growth
- Population numbers
- Geographic population movement
- Level of education
- Transition away from manufacturing jobs
- Transition from service to technology
- New industry in the area
- Single income v.double income families
- Age of workforce
- Gender differences in composition of the workforce
- Area unemployment rate trends

University staff:

- Number of faculty and staff approaching traditional retirement age
- Turnover and retirements
- Number of tenure track faculty in the disciplines
- Salaries compared against peer institutions
- Affirmative Action statistics

4C4 Training Initiatives

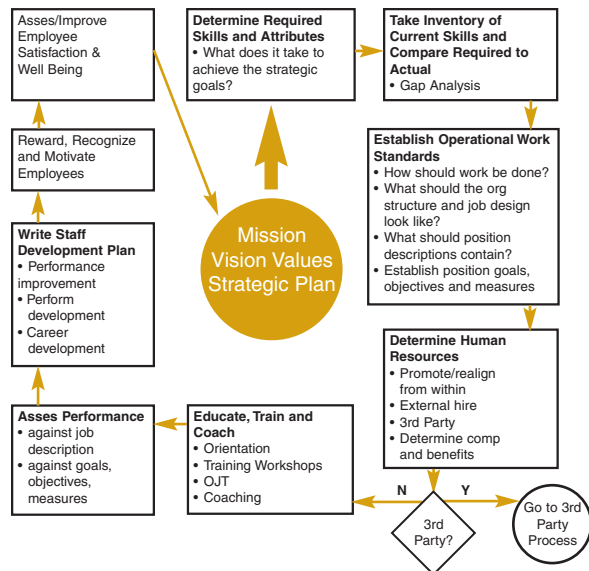
Campus wide, leadership development is planned for both faculty and staff. The following initiatives are underway:

- **Administrative Services:** Supervisory Training Online—Access Success, fundamentals for supervisors, employment law, and payroll. Competency-based training for clerical staff (planned), training of all managers and employees on performance evaluation process, and fundamentals of quality management. The last two items are part of a quality initiative called E²=Q “Exceeding Expectations is Quality.”
- **Student Services:** The Professional Development committee, comprised of staff at all levels, plans annual development activities.
- **Academic Affairs:** Center for Professional Development, Faculty Academy, Faculty Club, Faculty Development Committee, advancement training, and a planned leadership institute for deans, department heads, and directors.
- **Faculty & Staff:** Center for Instructional Excellence

4P1 Identifying Requirements for Faculty, Staff, and Administrators

The following process shows at the conceptual level how to identify specific credentials, skills, and values for faculty, staff, and administrators:

Figure 4-1
Human Resource Management System



Non-faculty hiring process:

Once job descriptions are finalized, postings are developed based on the content in the job description. Position vacancies are advertised on the Web site and in local and national newspapers. *Resumix* is used as a screening tool to determine if candidates meet the minimum requirements. Candidates meeting the position requirements are phone screened and the most qualified candidates are scheduled for interviews. Targeted selection behavior based interviewing and simulations are utilized to ensure those hired have the requisite skills.

Faculty hiring process:

The hiring academic department establishes credentials. Search committees are utilized for the entire hiring process for faculty. Performances expectations are reinforced throughout the process. Since July 2003, the vice chancellor for Academic Affairs has included the following set of expectations in his offer letter to candidates:

“As a faculty member in the Department of _____, you are expected to:

- teach courses, develop new courses, and advise students
- conduct research and participate in scholarly activities
- seek external funding through grants and contracts

“Additionally, within the first semester of joining Purdue University Calumet, you are expected to develop a five-year plan that outlines your teaching, research and scholarship, and service. This plan needs to be discussed and approved by your department head and myself and will serve as a plan for your professional development and growth.”

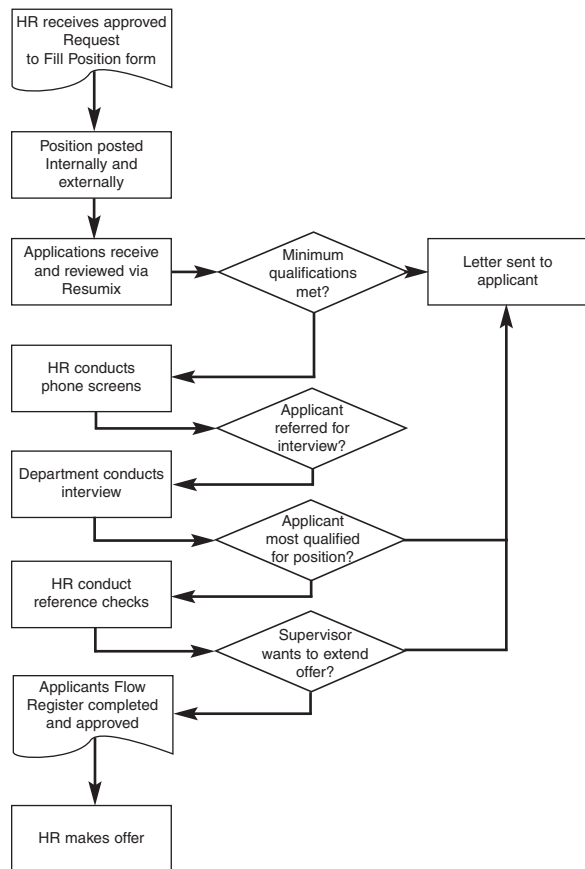
4P2 Recruiting, Hiring, Retaining, and Orientating Personnel

The university consistently follows these recruiting practices:

- All positions posted with Indiana Workforce Development
- All positions posted on the Purdue University Calumet employment Web site

- Position advertisements placed in local newspapers
- Advertisements posted on HigherEdJobs.com
- Department heads consult their counter-parts elsewhere to determine if they have faculty that qualify for vacant positions
- Faculty positions advertised in professional journals
- Faculty and administrative positions advertised/posted in *The Chronicle for Higher Education*
- All position postings are sent to NAACP
- Purdue University Calumet established a “brand” for advertising materials
- Applications solicited via scholarly society electronic distribution lists
- Job application visits to local business colleges
- Conducted mock interviews with students at local business colleges (Indiana Vocational Technical, Sawyer, Davenport)
- Recruits at local job fairs

**Figure 4-2
Hiring Process –
Non Faculty Positions**



4P3 Ensuring Ethical Practices and Workplace Contributions

Purdue University Calumet utilizes a variety of work practices that contribute to communication, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing.

The governance structure is utilized to assist in organizational communications. Cross-functional teams are utilized to communicate strategic initiatives and major projects. Town hall meetings in Administrative Services and Student Services showcase best

practices. The Buddy program and AP Ambassador program encourage employees to share skills with new staff members.

The Center for Instructional Excellence emphasizes organizational learning and skill sharing. The Council of Academic Department Heads has been newly created for sharing among academic department heads. Merit increases recognize high performance and a new bonus policy for high performance was implemented Fall 2004.

Faculty are eligible for recognition awards for outstanding teaching, research, and service. Administrative and clerical staff is eligible for recognition awards for outstanding service.

The university utilizes the following guidelines to ensure ethical practices of all employees:

- Professional codes of excellence
- Communications and training on harassment
- Policies on harassment and discrimination
- Informal and formal grievance and complaint processes
- Criminal conviction checks for select positions
- Sexual offender registry check on all employees
- Access Success – for all supervisors - anti-harassment and equal employment training
- Code of computer ethics promulgated by CTIS

4P4 Employee Development

In Fall 2004, the concept of a Center for Instructional Excellence was realized.

The mission of the center is to provide opportunities and assistance to promote instructional excellence. Activities are designed to advocate, develop, and implement continuous improvement in teaching and learning. They were developed through dialog with the University Senate's Faculty Development committee and the Center for Instructional Excellence at West Lafayette and include faculty development luncheons, second Wednesday teleconferences, support for Indiana Campus Compact grants, regular communications to new faculty, and a Web site.

Although the university does offer a substantial menu of centralized training support, much of the development that occurs is between the employee and his/her supervisor. Many opportunities exist, but the individual plans for his/her development. Performance appraisals by supervisors reinforce this training.

Some academic departments and schools have formal mentoring programs to develop faculty. The Center for Professional Development supports faculty development through Academic Affairs' Center for Instructional Excellence and the Office of Research and Professional Development. Human Resources supports staff development.

Purdue University Calumet also offers on-the-job training, travel support for conferences and seminars and for administrative and clerical staff, job rotation, and special projects.

4P5 Determining Training Needs

Training needs for new employees include Purdue University and Purdue

University Calumet policies, procedures, personnel and their responsibilities, and technologies in use. Training needs for current employees are identified and addressed as a component of the process to implement strategic plan initiatives. Departments and units are responsible for operational training in their areas and for professional development within disciplinary or functional specializations.

4P6 Personnel Evaluation System

The university has a personnel evaluation process that includes the same core elements for all employees.

Figure 4-3 Performance Evaluation

Core Elements of a Personnel Evaluation Process Purdue University Calumet
<p>Goal: To create consistent evaluation processes across departments and units at Purdue University Calumet</p> <ol style="list-style-type: none"> 1. Each academic department and administrative unit will have a written statement of its evaluation process. 2. Each academic department and administrative unit will share a statement of goals and a statement of the relationship between its goals and campus goals (strategic plan) with evaluated personnel. 3. Core components of an evaluation process: <ul style="list-style-type: none"> • Written documentation <ul style="list-style-type: none"> Position description/job description Self-evaluation document linking performance to position and goals Opportunity to include evaluation statements by peers, subordinates, or other stakeholders, as appropriate Statement of goals and/or summary of activities covering the evaluation period • Face-to-face meeting with department head or supervisor (at least annually) • Written evaluation statement by the department head or supervisor providing feedback to the evaluated personnel • Opportunity to reply in writing to the evaluation statement • Opportunity for review at a higher level, when appropriate • Plan for the development of the employee 4. Use of the evaluation statement in salary increase allocation decisions 5. Training program for evaluators and persons undergoing evaluation

4P7 Recognizing Achievement and Rewarding Employees

The recognition, reward, and compensation systems of Purdue University Calumet are merit based. A core element of the personnel evaluation system is the alignment with the strategic plan (see Figure 4-3).

Individual faculty and staff are recognized by their peers for exemplary achievements in an annual award process. Faculty and staff employment milestones are acknowledged and celebrated annually.

Academic Affairs recognizes employees for “going the extra mile with a smile.”

4P8 Determining Employee Issues

Governance groups bring forward employee issues for discussion and review. One avenue for addressing issues is the University Forum. The University Forum includes representatives from the Administrative and Professional Staff Advisory Council (APSAC), the Clerical and Service Staff Advisory Council (CSSAC), and the Student Government Association, who act as liaisons between senior leadership and governance groups for discussing major issues affecting the university.

Other means for determining employee issues are departmental meetings and chain of command, town hall meetings, convocations, and the University Senate.

4P9 Evaluating Employee Satisfaction

In order to provide for and evaluate employee satisfaction, health and satisfaction, and well being, the following processes are utilized:

- Employee satisfaction survey
- OSHA inspections
- A climate survey related to diversity commissioned by the senior leadership team in Fall 2003

4P10 Collecting and Analyzing Measures

The university has recently initiated several processes for analyzing and collecting data as measures of valuing people.

- Individual members of senior leadership team evaluated (an initial effort)
- Employee satisfaction (an initial effort)
- Diversity/climate survey (an initial effort)
- Senior leadership team evaluation as a whole (an initial effort)

Other measures already in place include:

- Exit interviews
- Turnover (annually)
- Administrative Services employee satisfaction data collected every two years

4R1 Results in Valuing People

Human Resources improved the hiring process in the past two years.

Table 4-1 Hiring Process

Item	Issues	Items Implemented
1	Marketing support for developing position announcements and tapping into resource networks for top positions.	<ul style="list-style-type: none"> • Summary of Benefits prepared for C/S and A/P positions. • “Build Your Career with Us,” theme being used in HR marketing materials, including a new job fair display. • Seeking assistance from a public relations firm to assist with writing ad templates
2	Confusion of affirmative action goals. How can university be more effective in meeting affirmative action goals?	<ul style="list-style-type: none"> • EO/Affirmative Action and HR Employment staffs are attending job fairs, utilizing Workforce Development, and developing relationships with local business colleges to increase qualified applicants for positions. • Targeting faculty positions and involving HR Associate Director for EEO/Diversity in recruiting.
3	Forms require more instructions for completion.	<ul style="list-style-type: none"> • Applicant Flow Form revised • HR Form 9 created • Search Guidelines handout created • Assistance from HR for faculty positions – Associate Director for EEO/Diversity; for staff positions – HR Assistant Director
5	Timely approvals of Form D (revised HR Form 9) – new faculty positions are not approved until the budget is approved.	<ul style="list-style-type: none"> • Ads are placed in April. Ads should be placed in December to be competitive. Ads placed with the hire being contingent upon funding. • Tenure track faculty positions were advertised in November 2004 – two months earlier than previous years.
6	Communicate salary to candidates earlier in the process.	<ul style="list-style-type: none"> • Deans to empower search committee chairs to communicate salary range to candidates prior to campus interview. If not acceptable, candidate should not come to campus. • Clerical, service, administrative, and professional applicants are screened on salary prior to being invited to campus.

Continued

Item	Issues	Items Implemented
7	Difficult to arrange and coordinate members of a search committee. Search committees should be involved in a different way. When does a search committee add value?	<ul style="list-style-type: none"> HR professional consultant assisting supervisors on using search committees efficiently.
8	<i>Resumix</i> , (applicant tracking software) produces a formatted resume. Supervisors want actual resume.	<ul style="list-style-type: none"> Applicants told to send an attachment of resume versus embedding in email. Web site updated to reflect this request. HR sends hiring supervisors original resume.
9	Should consultants be involved to attract candidates for higher-level positions and hard to fill positions?	<ul style="list-style-type: none"> Consultants being utilized for select positions with senior leadership team approval.
10	Many signatures required when completing a Form D.	<ul style="list-style-type: none"> HR Form 9 created to replace Form D – requires only two signatures.
11	Is the selection process uniform across campus?	<ul style="list-style-type: none"> Draft of Search Guidelines to be completed by Dec 2004 and sent for user review. Final available Jan 2005. Assistance from HR for faculty positions – Associate Director for EEO/Diversity; for staff positions – Assistant Director.
13	Salaries need to be competitive.	<ul style="list-style-type: none"> Vice Chancellor assigns to be competitive based on resources available. HR provides CUPA HR salary data for positions that match positions on salary surveys.
14	Need to reduce cycle time from ad being placed to offer being made to avoid losing top people because they have other commitments.	<ul style="list-style-type: none"> Prepare selection plan with target dates for key milestones in the process. Selection plan is created in consultation with hiring supervisor.
15	HR may require more cutting edge technology for employment.	OnePurdue will address – earliest implementation date Jan 2008.

Faculty development results include the following:

- 20 non-tenure faculty positions have been targeted for conversion to tenure-track positions, effective Fall 2005.
- A research stipend program was

developed in Summer 2004 and offered to twenty faculty members to develop proposals for external funding.

- The first Purdue University Calumet Forum on Research was held in May 2004 and attended by 62 faculty members.
- An infrastructure for faculty development has been established to include the Center for Instructional Excellence, the Office for Research and Sponsored Programs, an academic honors program, and the Undergraduate Research Program. An associate vice chancellor for Research and Professional Development has been hired to lead the office.
- The Center for Instructional Excellence began offering faculty development programs in Fall 2004. Eight Faculty Club luncheons and three second Wednesday teleconferences were attended by 221 faculty.

A number of actions are underway with regard to the workforce for executive, administrative, and managerial staff.

The university conducted a survey of faculty and staff satisfaction in April-May 2003. The population surveyed consisted of current regular staff. The response rate was 53 percent, or 371 responses. Several findings emerged from the survey results. Items with the least agreement were those assessing reward and recognition practices as motivators and gauging feedback mechanisms. Items rated as most important assessed over-

all satisfaction, safety, and opportunities to make contributions and to provide feedback. Items reflecting the largest disparity between agreement and importance (and thus, reflecting characteristics that may be under-valued) reflected opportunities and motivational practices used to make contributions and how feedback is used.

Table 4-2 Faculty and Staff Satisfaction Survey Results

(Agreement Rating Scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree) Importance Rating Scale (4 = Very Important, 3 = Important, 2 = Somewhat Important, 1 = Not Important)

		Agreement	Importance
1	My work enables me to utilize my full potential	2.85	3.56
2	The performance evaluation process provides me with valuable feedback	2.67	3.30
3	PUC's reward and recognition practices motivate me to achieve departmental and campus priorities	2.10	3.09
4	PUC offers me opportunities both on and off campus to develop myself professionally	2.81	3.43
5	I have the opportunity to offer input/feedback concerning work related issues	2.95	3.51
6	I am informed regarding how my input/feedback is used	2.34	3.22
7	I have opportunities to actively contribute to the development of departmental plans that affect me	2.84	3.57
8	PUC provides a working environment that is accepting of differences among faculty and staff	2.93	3.39
9	PUC provides a safe working environment for faculty and staff	3.29	3.59
10	PUC encourages and supports faculty and staff engagement with the community	2.99	3.00
11	I would recommend campus employment opportunities to others	3.15	3.08
12	Overall, I am satisfied with my employment at PUC	3.08	3.70

4R2 Results in Processes for Valuing People

The university has not applied results obtained in the 2003 faculty and staff satisfaction survey, nor administered it in 2004 for purposes of comparison and trend analysis.

A 1999 survey of administrative services staff satisfaction yielded 55.8 percent favorable responses. Administrative services staff have noted that implementation of the new performance assessment system has resulted in fairer and more consistent evaluations across the area. Employees have reported that they appreciate the opportunity to sit down formally more than once a year to discuss performance and development issues.

4R3 Employees Helping to Achieve Goals

The effectiveness of Purdue University Calumet's faculty, staff, and administrators in achieving the Strategic Plan goals is demonstrated in the results they have obtained. Since implementation of the strategic plan in 2001, the University has achieved these results:

Retention:

- Freshman returning the next fall increased from 61.5 percent to 63.9 percent.
- Scholarships increased from \$617,000 to \$770,143.
- Faculty participation in supplemental instruction increased
- Funding for on-campus jobs, which connect students to faculty and staff, increased.

Graduation rate:

- Students graduating within six years increased from 15.5 percent to 21.4 percent.

Enhancing economic development in northwest Indiana:

- The Entrepreneurship Center arranges, for entrepreneurs, start-up companies, and regional economic entities, improved access to Purdue University Calumet's faculty and staff expertise, graduate and undergraduate student research, term-projects for commercialization, and technical and business training programs.
- The Purdue Technology Center of Northwest Indiana offers business development services to start-up companies in emerging and developing technologies.
- Professional development work shops and seminars are held in partnership with the Hammond Development Corporation.
- Community and employer-based advisory council membership has increased by 20 percent in two years.

4R4 Results Comparison

Strategic planning results are compared with ten peer institutions. Personnel processes are not part of this comparison.

Turnover comparison – 7.6 percent rate for best practice institutions (the top 25 of the 100 best companies to work for have this voluntary turnover).

The National Postsecondary Education Cooperative *IPEDS Data Feedback Report: 2004* compared instructional staff and average full-time instructional faculty salaries by rank and gender reported by Purdue University Calumet with 64 public, 4-year, Masters Colleges and Universities. Purdue University Calumet had a higher percentage of staff that are instructional (52 percent compared to 42 percent), but a lower percentage of instructional staff that are full-time (59 percent compared to 68 percent). Purdue University Calumet reported lower average salaries for men and women at all faculty ranks – with the exception of women at the rank of full professor.

4I1 Improving Processes and Systems

Purdue University Calumet should conduct and apply the results of an annual survey of employee satisfaction. The university should also compile, review, and act on workforce demographic and personnel data.

The university should compare key personnel indicators with peer institutions on a regular cycle.

4I2 Targets, Improvement Priorities, Communications

Targets are set through the strategic plan and through benchmarking activities. Results are communicated through a variety of meetings and media (see category 5-leading and communicating). Targets set in the strategic plan are noted below:

Achieve competitive salaries to recruit and retain excellent faculty and staff.

Target: Faculty and staff salaries are at mean for Purdue University Calumet's benchmark institutions, but below the institutions identified in the *IPEDS Data Feedback Report: 2004*.

Increase the number of full-time instructional personnel.

Target: Reduce limited term (part-time) instruction from 29 percent FTE to 16 percent FTE.

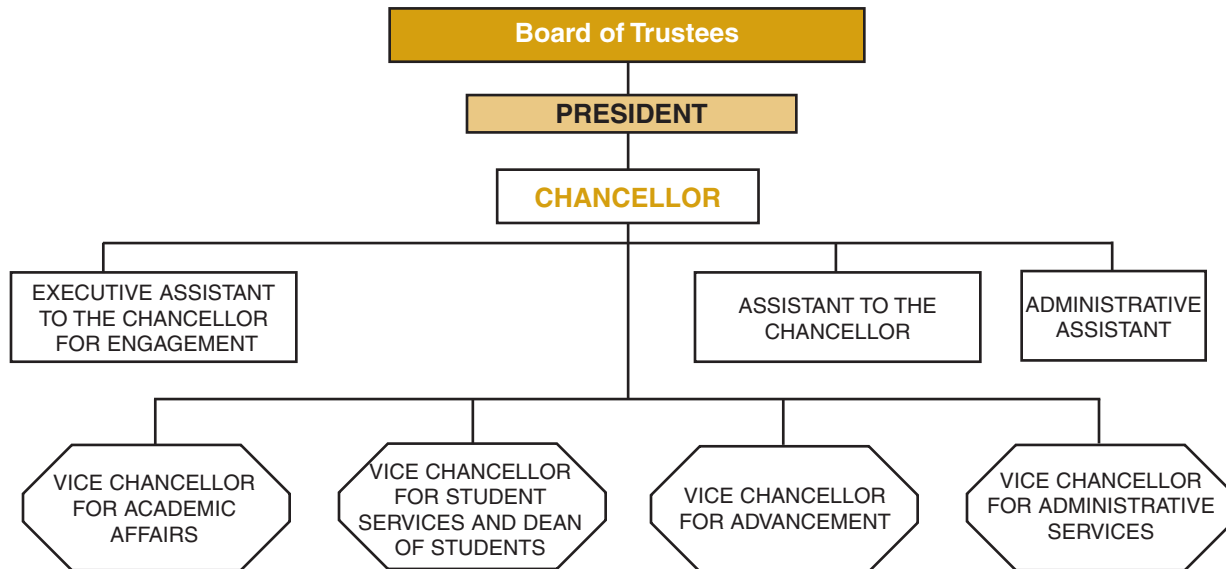
Recruit and retain faculty and staff reflective of our culturally diverse region.

Target: Faculty and staff reflect the cultural composition of the region.

AQIP Category 5: Leading and Communicating

5C1 Leadership and Communication Systems

Purdue University Calumet's administration is set forth in the following chart:



In addition, the university's leadership and communication systems include deans, directors, department heads, and various academic and administrative committees, which concern themselves with the professional activities and welfare of their respective constituencies.

In 1974, the Purdue University trustees granted academic autonomy of undergraduate programs to Purdue University Calumet. At the undergraduate level, faculty initiate curricula in the department, obtain school approval for such curricula, and the Purdue University Calumet Senate ultimately approves course and curricular changes. The

faculty exercises its authority to set curriculum, set the academic calendar, and advise on other academic issues in the University Senate. At the graduate level, approval for course, curricular, or policy changes is the responsibility of the Graduate Council on which the Purdue University Calumet faculty is represented.

The Administrative and Professional Staff Advisory Council (APSAC) and Clerical and Service Staff Advisory Council (CSSAC) review, interpret, and recommend changes to policies and procedures impacting the staffs they represent. The Student Government Association (SGA)

is charged with representing students to university administration. The intersection of these groups is the University Forum. The University Forum acts as a liaison between governance groups and senior leadership.

The two oversight groups for Purdue University Calumet are the Purdue Board of Trustees and the Indiana Commission for Higher Education.

5C2 Leadership System Alignment with Board of Trustees and ICHE

Purdue University Calumet presents an annual report to the Purdue University Board of Trustees, which monitors the implementation and results of the strategic plan. The senior leadership team is charged with ensuring institutional long-term viability through leadership of strategic planning, encouragement of successful execution of those plans, effective resource management, and campus leadership development. The team coordinates and monitors planning, innovation, and organizational involvement to empower action across the organizational divisions of the university.

Personnel evaluation of all Purdue University Calumet employees asks for statements of how job responsibilities and work output align with the strategic plan. Most recently, the chancellor invited the directors, department heads, and deans to evaluate (through a survey) the senior leadership team as a group, based on the February 2003 charter for that group.

5C3 Institutional Values and Expectations

The university's priority is to educate undergraduate and graduate students for rewarding careers and to empower them to succeed as productive citizens and lifelong learners. Purdue University Calumet envisions itself as a force for socio-economic progress, civic engagement, and cultural enrichment of the community. The leadership of the university supports an environment conducive to professional growth of both faculty and students. Purdue University Calumet is committed to diversity, multiculturalism, and inclusiveness as sources of strength and enrichment to institutional values.

5P1 Setting Direction in Alignment with Mission

The strategic plan and the mission and vision of Academic Affairs guide the university's action. The strategic planning process has helped leaders at all levels set direction aligned with Purdue University Calumet's mission, vision, and values. The goals within the strategic plan focus on student quality, faculty and staff excellence, curriculum innovation, regional economic development, and the creation of a high performance organization. The focus of all of these statements is to improve the educational experience of students.

The senior leadership team makes decisions within an environment where the campus' mission, vision, and values act as a backdrop for these decisions. That vision has given rise to various new initiatives focusing on student learning, faculty and staff enrichment,

and community engagement. Some of the key initiatives include the Center for Student Achievement to enhance student retention and graduation rates; the Center for Faculty Excellence to provide infrastructure support for faculty development; two new facilities, the Purdue Technology Center of Northwest Indiana, which serves as a technology incubator, and the Academic Learning Center for extended education courses; and a strategy for academic excellence to promote academic programs, expand partnerships with feeder schools, and implement a new scholarship program to attract 200 “Best and Brightest” graduate and undergraduate students from in-state and out-of-state markets.

5P2 Leadership Guidance

The Purdue University Calumet strategic plan is the guide used by campus leaders to seek future opportunities for further development of Purdue University Calumet. As a result of the plan, the future opportunities linked to the mission of our institution are articulated in the following paragraphs, especially as they relate to community needs and stakeholder input for economic development.

The university seeks future opportunities through the initiatives of the Water Institute, the Center for Energy Efficiency and Reliability, the Purdue Technology Center of Northwest Indiana, and the Academic Learning Center in south Lake County, which is designed to provide greater accessibility to higher education for south county residents and more opportunities for training programs for regional businesses. In addition, campus academic leaders have reorganized University

Division into a new Center for Student Achievement with an external and future-oriented direction. The emphasis is on outreach activities to high schools and community colleges.

The strategic plan calls for intensive retention activities to build and sustain a learning environment. The Center for Student Achievement creates a dynamic and self-sustaining set of programs and services that cross the organization. Academic Affairs is instituting this network in partnership with other units on campus. The Center for Instructional Excellence was established to ensure sustained development of faculty and the learning environment.

5P3 Decision Making

Major decisions are made with broad collaboration and consideration for how these items align with the mission and vision of the university. The University Senate, APSAC, and CSAAC serve as advisory groups to the chancellor and the senior leadership team overall. Most operational decisions are made within four major units – Student Services, Academic Affairs, Administrative Services, and Advancement.

5P4 Use of Information in Leadership Decision-making Process

Leaders use a variety of information and results to guide decisions that align with the strategic goals. These measures reflect the following foci: students, faculty/employee, external stakeholders, financial, and strategic.

Key results for all the groups below involve the success of the strategic plan and the specific measures for initiatives in this plan.

Table 5-1 Strategic Decision Making

Leadership Group	Information	Type of Decision-making
University Senate	<p>Reports by chancellor and vice chancellors on progress of key results within strategic planning</p> <p>Data on success of freshmen seminars at other universities</p>	<p>Inclusion of freshman seminars in general education requirements</p> <p>Recommendation of new course evaluation system</p> <p>Used for progression of goals and determination of initiatives</p>
Senior Leadership Team	<p>Common Data Set: dashboard-type measures on enrollment, space utilization, student and staff demographics</p> <p>Strategic Plan Metrics and Benchmarks: 24 measures and targets updated yearly</p> <p>NSSE data: Selected questions suggesting improvement (see Category One)</p>	<p>Monitor related strategic plan initiatives as well as key university operations</p> <p>Monitor the implementation and results of the strategic plan Used in resource allocation process</p> <p>Monitor results yearly Recommended that NSSE results be shared with academic departments for their discussion</p>
Senior Management Team	Specific results from residence hall initiatives and on student life programming	Strategic planning implementation updates
Student Services	Review documents from Senior Leadership Team meetings or from Student Services directors	Policy and procedure changes Budget recommendations
Senior Leadership Administrative Services	<p>Capital projects, business plans, budgets and timelines Student housing, Academic Learning Center, and parking garage</p> <p>Employee morale and customer satisfaction</p> <p>IT projects (One Purdue)</p>	Strategic planning, budget recommendations, policy and operations

Academic Administrative Council and Council of Deans	<p>Enrollment management results</p> <p>Faculty development results</p> <p>Financial information for fund allocations and fee distribution</p> <p>Cost studies, university-wide information – facilities, IT, enrollment.</p>	<p>Implement recruitment partnerships</p> <p>Plan course schedule for south Lake County initiative</p>
Advancement	<p>University-wide marketing, fund raising, and alumni advancement issues</p> <p>Bi-weekly meetings using information from CASE conferences, marketing seminars, and Purdue database</p>	To review current trends and make decisions on advancement, marketing, fund raising, alumni, and other issues
Deans, Directors, and Department Heads	General information and discussion sessions focusing on strategic planning updates, policy changes, and general management issues	<p>Group makes recommendations on next steps for parts of the strategic plan</p> <p>Discussion based on strategic planning results is encouraged and group is told to take information back to their units</p>

5P5 Communication between Institutional Levels

See 5C1 for organizational chart of the university. Communication between institutional levels occurs through formal and informal modes. Formal modes include regularly scheduled meetings, governance, University Forum, convocations, the university Web site, *Purdue Calumet* magazine, *The Next Level* newsletter, and the “Administrative Update” published in the student newspaper. Informal modes include email, postings and displays, and the student newspaper, *The Chronicle*. The university’s communication processes have two-way interaction built into them.

Within large units—Academic Affairs, Student Services, etc.—communication occurs both at unit meetings and informally.

Between large units—communication occurs through governance groups and through cross-functional groups (deans and directors) and cross-functional implementation committees (e.g., enrollment management plan monitoring committee).

Communication moves up and down the organization – two-way communication is facilitated through regular meetings of the senior leadership team, the University Forum, deans, directors, department heads, governance groups, and departments. Convocations of faculty and staff, retreats, and town hall meetings provide opportunities for discussion and planning follow-up actions.

5P6 Leadership Communication of Shared Mission

The university’s leadership communicates its mission, vision, and values continually through meetings that target strategic initiatives. Annual, quarterly, and monthly publications that target different stakeholder groups reinforce the mission of Purdue University Calumet. The strategic plan and its updates provide much of the context for communication and include institutional directions and opportunities, learning, continuous improvement, and community service and involvement.

The shared mission, vision, and values are communicated formally through the performance appraisal process, deans and directors meetings, individual unit meetings, informally by example, and through purposeful outreach to the community.

5P7 Encouraging Leadership Abilities

Leadership abilities are encouraged and developed in a decentralized approach, within individual units. A leadership institute that would address strengthening leadership throughout the organization is currently being developed.

Exceptional achievement in leadership is celebrated annually at a faculty and staff recognition luncheon. Outstanding administrator candidates are interviewed by peers, and a finalist is chosen for recognition at the luncheon. Academic leadership awards are given for scholarship, teaching, and service at the Fall convocation.

Job descriptions and criteria have been designed to identify leadership qualities. Development of a university-wide formal understanding of best practices of leadership is in the process of being developed.

5P8 Leadership Succession

The strategic plan set forth the university's mission, vision, and values. This ensures succession of the mission, vision, and values. The university hired a consultant to conduct focus groups to ensure mission, vision, and values were passed on, communicated and adhered to when hiring the new chancellor.

A campus-wide succession plan does not exist.

5P9 Measures of Leading and Communicating

The university has had several one-time assessments, but there are no ongoing campus-wide processes for assessment. A campus communication plan provides strategies for advancing key university messages to various audiences. The plan is reviewed and updated annually.

5R1 Results for Leading and Communicating Processes

The University conducted several surveys in 2002 and 2003. Overall, the processes have been sporadic.

The Council of Academic Department Heads was inaugurated in 2004-2005 to facilitate collaborative academic planning. Academic Affairs published its first annual report, *Exploring Academic Excellence, Experiencing Academic Success: Academic Affairs Digest, Fall 2003 through Fall 2004*. In Fall 2004, the six schools, plus the Library and University Division (now Center for Student Achievement) published view books on their programs and services.

5R2 Results Comparison

The only comparison that addresses leading and communicating is college rankings compiled by *U.S. News & World Report*.

5I1 Improvement of Processes

Processes for leading and communicating are improved through using data on outcomes to assess performance and identify areas for improvement. Purdue University Calumet is pursuing the following processes:

- Development of an evaluation system for the Senior Leadership Team, based on leadership and communication skills
- Proposed leadership academy for department heads, both academic and administrative

- Development of systematic evaluation for vice chancellors, based on ability to lead and communicate
- Creation of personnel evaluation system with standard criteria for implementation
- Plan to take NSSE data to the academic departments for analysis and feedback on its meaning
- Need to articulate what good leadership means at Purdue University Calumet
- Need to develop a campus-wide succession plan
- Need to implement regular assessments and compare with peers

5I2 Setting Targets for Improvement

Academic Affairs is updating and revising its Web site to better communicate the vision, mission, goals, and accomplishments of this division and its component schools, departments, and programs. The university needs to continue the process of modifying and realigning organizational structures in order to improve planning, operations, and communications across the university as a whole. In particular, structures and processes need to facilitate bottom up communications, reflection, and feedback to help the university better assess its effectiveness and improve its responsiveness as a community.

AQIP Category 6: Supporting Institutional Operations

6C1 Key Student and Administrative Support Service Processes and Associated Needs

The vision of Purdue University Calumet is to provide students with an education that prepares them for careers worthy of their talents, productive lives, and life-long learning. The vision relies on the strong foundation of processes that lead to student success and graduation with a baccalaureate degree within four years. The university offers a new student entry process to integrate students into the academic environment, processes to monitor satisfactory progress toward graduation, processes to ensure their development of skills, and processes to prepare them to contribute to society.

New Student Entry involves the successful integration of students into the academic environment and is especially critical in an environment in which 66 percent of the students are first generation college students. The university also helps incoming students prepare for academic success through outreach to area high schools and community colleges to encourage better preparation for college-level work. The Summer Transition Program for Indiana residents introduces qualifying 21st Century Scholars to college-level coursework and awards up to nine college credits.

The Office of Undergraduate Admissions provides numerous support services for students, including responding to inquiries from prospective stu-

dents, sponsoring high school and college visits, conducting open houses and information programs, administering the Student Ambassador Program (student volunteer group), hosting articulation meetings with transfer institutions, and admitting students at off-campus sites.

In addition to PUC 101, all schools have designed freshman seminars whose goals are to help students develop effective study skills, knowledge of career opportunities, and a specific plan for success in their field of study. These seminars help new students understand the academic process, identify obstacles, and resolve problems without becoming discouraged or dropping out. To ensure *Satisfactory Student Progress*, Purdue University Calumet intervenes early in the semester with students whose mid-term grades show they are having difficulty. Created in Fall 2004, the Academic Recovery Program provides immediate support and follow-up services for students who are going on academic probation.

Several support services, including the Counseling Center, Fitness Center, Student Support Services, and Center for Career and Leadership Development, structure their services within a model of emotional, physical, social, and vocational wellness. This framework allows for services that both promote and restore wellness in students.

The Skills Assessment and Development Center, a program of

the Center for Student Achievement, provides tutoring, testing services, supplemental instruction, and the Perkins Mentoring Program to help students succeed academically and personally.

Supplemental instruction was fully implemented in Fall 2003. It has shown a steady growth in the number of sessions and the number of students who have made use of supplemental instruction. Supplemental instruction sessions are facilitated by students who previously mastered the course and were recommended by faculty.

To ensure *Student Skills Development*, Purdue University Calumet offers programs to encourage the development of academic, professional, and lifelong learning skills in students. Key processes in this area are student employment, student life and activities, leadership programming, undergraduate research, instruction in information literacy, and support for technology competency.

The Center for Career and Leadership Development administers several support processes for student skills development including student employment, student life and activities, and leadership programming. The university expanded campus employment opportunities beginning in 2002-2003. This strategic initiative focuses on students spending more time on campus for greater involvement and engagement to help retention.

Further, the university facilitates the placement of students in internship programs, with 1,122 students in internships in 2003-2004 and 1,260 in 2002-2003.

From June 2003 through May 2004, 66 student organizations offered students a forum for exploring the issues that engage them in collaboration with their peers and committed faculty and staff mentors. The student organizations sponsored 264 events. The Center for Career and Leadership Development's Inspired Leaders Series sponsored 42 workshops during the same period.

The Undergraduate Research Program introduces undergraduate students to scholarly activities with the active support and mentoring of a faculty member. During the 18-month period from Fall 2003 through Fall 2004, more than 100 students participated in undergraduate research under the direction of 50 faculty members. Some 62 projects were funded for a total of \$39,610. Eight students were selected to present their research at the National Conference on Undergraduate Research.

The Library provides instruction in information literacy to students enrolled in freshman seminars, as well as those students in other courses whose instructors request it. In Fall 2004, the instructional services librarian conducted 46 instruction sessions for 972 students and 22 sessions for 478 students in Spring 2005.

CTIS provides support for student technology competency directly in the Powers Lab and indirectly through technical support for faculty and courses.

As relates to *Contributing Members of Society*, the Center for Career and Leadership Development connects students and potential employers,

introduces them to the online job search system, and strengthens their interviewing and resume writing skills. The Office of Alumni Affairs seeks to advance and strengthen relationships with university graduates, while also serving as a liaison to connect them with students, faculty, and administrators.

Student and Stakeholder Needs

Students' process needs focus on an easy to understand enrollment process, class availability, and quality advising. They also rely on mentoring and early intervention, streamlined processes with minimal steps to resolve individual problems, access to information technology and instruction in its use, access to scholarly information, and a campus climate respectful of diversity.

Stakeholder process needs vary. The Purdue University system requires seamless and timely exchange of financial, student, and personnel data. External advisory groups, representing employers, need a conduit for giving useful feedback on graduates' preparation and employers' evolving needs. Feeder high schools and community colleges want current and consistent information on articulation agreements and curriculum changes. Hospitals, clinics, and P-12 educators want strong liaison support for placement of student teachers, nurses, and therapists. Local, state, and federal government officials need the university as a source of intellectual capital engaged in economic development in northwest Indiana.

6C2 Student and Administrative Processes Reinforce Criteria 1 and 2

Purdue University Calumet's immersion in academic and strategic planning reinforces the university's emphasis on helping students learn and its distinctive objective of engaging in economic development in northwest Indiana. Academic administration has reorganized itself to focus on programs that enhance learning, including the creation of the Center for Student Achievement, consolidation of academic facilities and academic computing planning, establishment of the Office for Institutional Research, and implementation of the Best and Brightest scholarship program. Administrative emphasis on marketing, enrollment management, articulation agreements with community colleges, and P-12 transitional programs reinforce Purdue University Calumet's vision to be the regional university of choice for quality education. The faculty is moving quickly toward providing instruction in the online environment; over 65 percent of students were enrolled in courses conducted using course management software during Spring 2005.

The university's progress toward its vision of engaging in economic development in northwest Indiana is also significant. Academic administration created the Center for Distance Education and Extended Learning, hired a director of Corporate Relations, and established three centers to harness the expertise of faculty to address issues of strategic importance to the area: the Water Institute to address water efficiency, security, and treatment; the Center for Energy Efficiency and Reliability; and the Center for Women and Minorities in Construction.

Each institute furthers the university's contribution to northwest Indiana's transition from large scale manufacturing to innovative, technology-based business. The faculty has applied their expertise to local issues of national concern, including homeland defense, blast furnace operation, and social services for children and families.

6P1 Identifying Student Needs for Administrative Support Service

Purdue University Calumet uses a variety of methods to identify student support service needs. The data obtained from these processes is integrated into strategic planning processes, priorities, and goals. The university needs to formulate a continuous, systematic process for implementing improvements, assessing and evaluating results, and addressing expectations. The university obtains information about needs and expectations from:

- National Survey of Student Engagement
- Trend data from the Center for Career and
- Leadership Development on job placement
- Alumni surveys
- Academic department surveys of students and alumni
- Library and CTIS surveys of students
- Self-reports by students
- Academic advisory councils' input
- Enrollment Management committee analysis of persisting students
- University Web site users

6P2 Identifying Stakeholder Needs for Administrative Support Service

At their most basic, administrative support services provide the personnel, facilities, and financial systems with which to accomplish Purdue University Calumet's instructional, scholarly, and service mission. These services also compile and distribute data required by the Purdue University system, state and federal governments, and financial institutions. Stakeholder needs are also addressed by means of regular administrative meetings, faculty and staff governance, advisory groups, annual performance reviews, and satisfaction surveys for key administrative operations.

6P3 Managing Key Student and Administrative Support Processes on a Day-to-Day Basis

Key student and administrative processes are managed by the vice chancellor for Academic Affairs, the vice chancellor for Student Services, and the vice chancellor for Administrative Services. The vice chancellors administer a network of directors and department heads in their respective areas. The senior leaders coordinate the administrative processes and communications of the university through the organizational chain of command.

Human Resources and CTIS provide a regular menu of seminars and training sessions to assist units with managing their personnel and computing operations. Regular detailed reports from the senior leaders on the progress of strategic initiatives enhance the integration of university strategic directions into

departmental strategic initiatives. The annual planning process for identifying and funding departmental strategic initiatives further reinforces the university's vision and mission as the basis for specific plans. The Office for Institutional Research, implemented in July 2004, has begun to compile and present a consolidated data set for use by all units.

The university utilizes its Web site to provide access to key administrative decisions, the workings of governance groups, departmental news and information, and social, educational, and service activities. The Web site was redesigned in 2002-03, and criteria for a standard process for updating information was established. Students, faculty, and staff can access many services online.

Formal channels for communication are timely and complete; however, the pace of change has diminished how effectively information diffuses informally throughout the organization.

6P4 Using Information to Improve Support Services

All key student and administrative support areas monitor the progress of the measurements attached to their operational processes. These measures reflect data customarily collected for the operational area as well as the measures identified as part of the university's strategic planning process. Data on student retention and graduation enable the university to focus on its strategic goal to improve retention and graduation rates, thus supplying northwest Indiana with an educated workforce. Administrative Services implemented a

sophisticated TQM system of feedback surveys and evaluations for improving their processes in the mid-1990s. Data on human resources, information technology, library, financial management, governance, and organizational structures are gathered by schools and academic departments in order to respond to disciplinary accreditation agencies.

The creation of the Office for Institutional Research in 2004-2005 gives the university an opportunity to establish a consistent feedback loop for improvement, from implementation of an initiative to its assessment, evaluation, and improvement. A common data set is the beginning point, and facilitates benchmarking with peer institutions and identifying best practices.

6P5 Measuring Effectiveness of Student and Administrative Support Services and Analyzing Results

Each student and administrative support service collects data supporting its strategic initiatives. They also collect data that inform and support the university's strategic initiatives. This information is shared and discussed in leadership forums to gather feedback to refine processes and operations.

Most support units conduct satisfaction surveys and compile customer comments, applying the results obtained to refine operational processes. The university participates in NSSE, enabling it to evaluate the responses of its students. Admissions and registration data are reported on a bi-weekly basis to enable schools to monitor progress toward enrollment goals and to work collaboratively with support services to refine processes as needed.

6R1, 6R2 Results for Student and Administrative Support Service Processes

Student participation in the processes for new student entry, monitoring progress, skill development, and enhancing contributions to society has steadily increased. Data that reflect the university's strategic plans are tracked and reported widely in a common data set. Other data, however, are generated and tracked according to administrative or operational lines, and not in a comprehensive system.

Purdue University Calumet's participation in AQIP reinforces the integration of planning, process, assessment, and improvement that first gained credence at the university with the consolidation of the Enrollment Services Center and the establishment of administrative services' E²=Q total quality management process in the mid-1990s. The advent of campus-wide strategic planning in 2001, followed by intensive academic strategic planning in 2003, moved the university further along the continuum of continuous quality improvement.

6R3 Results Comparisons

The first edition of the IPEDS Data Feedback Report, issued in October 2004, compares Purdue University Calumet with a number of peer institutions selected by the National Postsecondary Education Cooperative. Data on revenues and expenses, distribution of scholarships and financial aid, head count and FTE enrollment, instructional staff and salaries, and the like are reported for Fall 2003. According to the results, Purdue

University Calumet has lower core revenues and core expenses per FTE student than peer master's I institutions; further, the university has fewer first-time, full-time students receiving financial aid. Customized reports with selected peers are possible using the IPEDS Executive Peer Tool at the National Center for Education Statistics Web site.

The NSSE survey offers several responses related to support services (see below).

Table 6-1 Student Use of Support Services

National Survey of Student Engagement (NSSE) 2004 Means Summary Report		
Benchmark <i>1=never, 2=some-times, 3=often, 4=very often</i>	Purdue Calumet Mean Summary Score First Year Students	Purdue Calumet Mean Summary Score Senior Year Students
Discussing career plans with a faculty member or advisor	2.06	2.11
Quality of academic advising	2.68	2.70
Participating in co-curricular activities	1.41	1.33
Encouraging contact among students from different backgrounds	2.63	2.25
Attending campus events and activities	2.14	2.06
Providing support to succeed academically	2.72	2.72
Providing support to cope with non-academic responsibilities	2.05	1.78
Quality of relationships with other students <i>1=unfriendly to 7=friendly</i>	5.38	5.63
Quality of relationships with administrative personnel and offices <i>1=unhelpful to 7=helpful</i>	5.06	5.12

Though there have been modest improvements in recent years, the university's Fall-to-Fall retention and graduation rates are significantly below those of the peer institutions selected for comparison.

6I1 Improvement of Current Processes and Systems

Purdue University Calumet is responsive to the need for improvement and change. Given its roots, the university and the people that comprise it are resourceful and persistent in working to achieve improvements even when the process is lengthy and deliberate. Improvements based on strategic planning are most compelling, but the university is responsive to other motivations to improve, especially student and stakeholder feedback, Purdue University System initiatives, availability of new or upgraded technology, and self-reflection and study.

The Enrollment Management committee assessment team has been identified to review enrollment management initiatives and the Residential Life committee is preparing for the opening day of student housing in Fall 2005. The Library advisory committee advises on collection development and information access policy.

The university needs to take better advantage of the processes for continuous quality improvement that AQIP offers. Systematic assessment supported by integrated data will enable the university to make significant improvements in processes that support its vision and mission. Additional feedback from students and stakeholders

will help focus and refine the efforts of student and administrative support services.

6I2 Targets for Improvement

Targets for improvement are developed through the university's strategic planning process. The formal assessment to be undertaken when the plan reaches its term in 2006 will provide a process for identifying gaps as well as responding to changes in the institutional milieu. A formal mid-term assessment would enable the university to identify gaps and integrate new initiatives to improve performance in those areas.

The Library, in particular, has emerged as an academic support service that needs to improve to keep pace with initiatives to improve student retention and engage the university's intellectual capital in support of economic development. Library facilities, scholarly content, staffing levels, and user services reflect policies and priorities at play in the 1970s and 1980s. Residential life, the Academic Learning Center, TRIO and early entry programs, problem-based learning, supplemental instruction and mentoring programs, even Web services and electronic document delivery services, are now services requiring Library support. The Library function at Purdue University Calumet is not adequate to support the university's vision and mission today. Specific initiatives to improve its services in support of student success, faculty scholarship, and regional economic development need to be established.

The university has set forth specific goals for improving other academic support services, including generating 5,000 billable hours, assessing the effectiveness of freshman seminars and supplemental instruction, and developing academic facilities and computing plans to support Purdue University Calumet strategic goals. The digital learning commons, a collaborative initiative among the schools, the Library, and CTIS, will enhance the university's ability to ensure that graduating students possess technology competency and are fully prepared for lifelong learning.

The university needs to revitalize the five-year review of key administrators as well as its internal academic program review, especially for departments that are not reviewed by disciplinary accrediting bodies.

New methods for sharing information on the strategic planning process need to be identified to enable units that support students to collaborate and communicate at the pace of change.

Finally, data gathered and applied by major support service units should be integrated into the university's common data set and centralized archive of institutional data.

AQIP Category 7: Measuring Effectiveness

7C1 Data Collection, Storage, and Accessibility

The Purdue University system has requested proposals by vendors for a fully integrated data system for student, financial, and human resource information. The decision on this new system had yet to be determined in March 2005; however, the regional campuses have designated full-time representatives for human resources, financial systems, and student information planning teams. The current set of data systems is summarized below.

- Student Information System (SCT BANNER): central and local data. Student and schedule data are stored centrally and available to faculty, staff, academic advisors, and students on a need-to-know basis. The data are dynamic and completely integrated.
- Financial/Human Resource Information: central and remote data. All financial data and human resource data are managed by Purdue University West Lafayette and accessible by BRIO, a reporting system, and Page Center to unit managers at Purdue University Calumet.
- Alumni/Advancement Data: central and remote data. All alumni and advancement data are stored and managed by Purdue University West Lafayette. The Purdue University Calumet Office of Advancement has the ability to look up data and generate reports.

- Strategic Planning Information: central and local data. All tracking for strategic planning measures and benchmarks is conducted locally and made available on the Web site for Institutional Research at West Lafayette.
- Alumni and Student Employment Data: centralized and decentralized local data. The Office of Career and Leadership Development surveys recent graduates annually. The information is distributed to the Senior Leadership Team. Externally accredited academic departments collect alumni data and student employment data for accreditation reports.
- Sponsored Programs Systems: centralized and remote data. Data are managed by Purdue University West Lafayette and accessible locally through BRIO.

7C2 Key Institutional Measures for Tracking Effectiveness

Purdue University Calumet's strategic plan, adopted in 2001, specifies measures, benchmarks, and targets for tracking effectiveness for each of the goals it lays out, focusing on student success, faculty and staff development, learning infrastructure, and community outreach. The targets for 2007 for the three highest priority strategic goals are: to raise freshman retention rate from 67 percent to 72 percent; to raise six-year graduation rate from 22 percent to 32 percent; and to support the economic development of northwest Indiana through a number of initiatives including the Purdue Technology Center of Northwest

Indiana, and applied research initiatives. Progress toward meeting those goals is tracked through data from SCT Banner, sponsored programs systems, and annual reports from academic departments and schools. The Purdue Technology Center of Northwest Indiana opened in December 2004. The university will track its impact on economic development.

Selected questions suggesting improvement from NSSE data and dashboard-type measures on enrollment, space utilization, and student and staff demographics are also used to track effectiveness.

7P1 How Information and Data Are Selected, Managed, and Used

The director of Institutional Research is charged with coordinating the functions of data collection and management, along with report preparation and dissemination, and facilitates and interprets institutional tracking. Functions of this newly created office were previously dispersed throughout the university.

Information specifically collected to support student learning is collected and tracked through the academic program review process and feedback from accrediting bodies and external review teams.

7P2 Meeting Data Needs of Departments and Units

Departments and other units determine their need for data to support their functions. The needs of departments and units arise in the development of budgets, operational plans, scheduling, tracking students and alumni, curriculum

development, and academic goals and objectives. Reports based on data in the data storage systems described in 7C1, as well as information available through accrediting bodies and professional organizations, provide the necessary information and data support.

7P3 Needs, Priorities, and Methods of Selection for Comparative Data

Ten peer institutions have been chosen for comparison purposes, particularly in the area of student retention and graduation rates. These aspirational peer institutions were selected because they share similar student demographics and faculty composition, serve an urban area, have comparable academic programs, and have higher Fall-to-Fall retention and graduation rates than Purdue University Calumet. These institutions serve as aspirational peers because they have similar demographics but show better student retention through purposeful retention programs. Although the primary determination of peers was based upon retention and graduation rates, benchmarking against these peer institutions has also involved faculty development, facilities usage, and student lab services. Departments and units use standards set by their professional associations, accrediting bodies, and licensing agencies as comparative bases.

7P4 Analyzing and Sharing Institutional Data

The four vice chancellors are responsible for analyzing and sharing information and data relevant to their areas. Each of the main areas has offices or

committees that generate reports which are shared through the organizational structure, including governance bodies, university and school committees, convocations, and department meetings.

7P5 Aligning Department and Unit Data

The annual planning process for each unit requires that budget requests, equipment requests, and curriculum changes are tied to the university's strategic goals. The academic program review process assures that the academic departments are analyzing and using data to support the common learning outcomes and the department's specific outcome goals.

7P6 Ensuring the Effectiveness of Information Systems and Related Processes

Several processes ensure the effectiveness of information systems and related processes. For hardware and software upgrades, a testing of upgrades process is conducted by function areas (e.g., admissions, registration, and financial aid). To ensure the integrity and reliability of information and data, much of the data for strategic planning is based on the student information system. The Banner database is subject to audit three times per year when the database is shipped to Purdue University West Lafayette. To ensure the confidentiality and security of data, a periodic internal audit conducted by Purdue University West Lafayette checks on the security of data systems. This process will assume greater importance as Purdue University Calumet moves to more Web-based access.

7P7 Measuring and Analyzing the System of Measuring Effectiveness

Operational data are used to determine if systems are functioning properly.

7R1 Evidence Regarding Effectiveness Measures Meeting Institutional Needs

The needs assessment of academic and administrative services for information related to computer information systems will be determined as part of the planning processes of the Academic Computing committee and the Administrative Computing committee.

System accessibility is critical for access to all systems, but especially so for the SCT Banner system and the course management system, WebCT Vista. Tracking of the number of computer service calls, which support users of these systems, reveals the extent of responsiveness to users' needs. A survey of faculty in 2002 by the Academic Computing committee revealed perceived strengths and weaknesses in the delivery of computer services.

7R2 Comparison of Results to Peer Institutions

Purdue University Calumet has not compared results with peer institutions.

711 Improvement of Current Processes and Systems for Measuring Effectiveness

As part of Purdue University Calumet's implementation of the strategic plan, it was determined that an institutional research director was needed. The new director was hired in September 2004. Having one office to oversee all the data for measuring institutional effectiveness will streamline both processes and systems for measuring institutional effectiveness.

A "One Purdue" initiative to have a common data collection system for the Purdue University system by 2008 will provide a uniform interface to centralized and local data.

712 Setting, Addressing, and Communicating Targets for Improvement

The awareness of the need to improve the collection, analysis, and sharing of institutional data has developed as Purdue University Calumet has moved to a continuous quality improvement model. The highest priority need was identified as having common sources and formats for data and the analysis of data.

The initiatives for addressing this priority are described in 711. The organizational structure is used to communicate current results and improvement priorities to faculty, staff, and administrators. The Purdue University Calumet Web site, student newspaper, and Student Government Association are used to communicate with students. External stakeholders learn of Purdue University Calumet's current results and improvement targets through Academic Advisory Council meetings, and two publications, *The Next Level* (published three times a year), and *Purdue Calumet* magazine (published annually).

AQIP Category 8: Planning Continuous Improvement

8C1, 8C2 Institutional Vision and Alignment with Short-term and Long-term Strategies

Purdue University Calumet is a full-service regional university that is seeking to expand its role in the area it serves by attracting, retaining, and graduating more students. The university will accomplish this goal by increasing its freshman retention rate and six-year baccalaureate graduation rate.

As the preferred university in northwest Indiana's Calumet region, Purdue University Calumet intends to expand its role by offering high quality programs at the baccalaureate and master's levels in areas of institutional strength with respect to regional needs. The university will engage in regional economic development by increasing the number of faculty and staff who share their expertise with community agencies and activities, increasing community advisory board membership, and establishing a presence in economic development and academic learning in south Lake County, an area of growth some twenty miles from campus.

The university's strategic initiatives to retain and graduate more students and engage in regional economic development emerge directly from its vision and mission. Purdue University Calumet offers educational programs of excellence focused on the professional, general educational, and lifelong learning needs of residents of the Calumet region. The university's academic mission is to educate students for rewarding careers and empower them

to succeed as productive citizens and lifelong learners. The service mission is to invest its intellectual capital in regional economic development, providing quality outreach programs and extended education. Linking the two, the scholarly mission is to develop niche areas of academic excellence and foster research and other scholarly activity.

8P1, 8P2 Planning Process, Selecting Short-term and Long-term Strategies

Several planning processes are in use, though Purdue University Calumet does not have a comprehensive system for planning. Nonetheless, initiatives emerging from the strategic plan are monitored closely. The process for resource allocation integrates funding with departmental and university strategic goals. Proposals that move the university closer to its strategic goals are the initiatives that are funded, and results from these projects are closely monitored. The AQIP quality improvement projects – the Student Success Network, faculty and staff development, and enhancement of departmental and school advisory councils – are closely aligned with strategic direction and allocation of resources. The curricular review process, encompassing accreditation reviews in certain disciplines, selected external program reviews, mandatory internal academic program reviews, and changes in courses or programs of study, is well-defined, sequential in nature, and collaborative in involving faculty, academic units, governance groups, and senior leadership. The university lacks a central, easily

accessible source for institutional data, and has relied in the past on anecdotal information for decision-making.

The university develops strategies in response to environmental influences and challenges. The recent advent of a community college system in Indiana stimulated Purdue University Calumet's development of new degree programs, increased recruitment among community college students, and the development of "Best and Brightest" scholarships for academically successful in-state and out-of-state students. The socio-economic environment of north-west Indiana, which includes a low rate of educational attainment and an economic shift away from manufacturing, inspired the university's graduation and retention initiative and the development of the Purdue Technology Park of Northwest Indiana.

8P3 Developing Key Action Plans and Aligning Planning

Key action plans developed at Purdue University Calumet emerge from department, school, and division administrative structures and are fully integrated with the strategic plans and goals of those units. Strategic initiatives that are funded demonstrate a close connection between unit and university strategic plans. Such initiatives are shaped collaboratively with the input of governance groups and advisory councils. The results are monitored and shared widely in the university's major communication media, including press releases, the university Web site, departmental, school, and university newsletters, the alumni magazine, convocations, and state-of-the-university

reports. In addition, the Purdue University Board of Trustees approved the 2001-2006 strategic plans for each Purdue University campus. The board monitors the implementation and results of the strategic plan through detailed annual reports by the president and chancellor.

8P5 Selecting Measures and Setting Performance Projections

The university selected aspirational peer institutions during the initial process to compile a strategic plan for 2001-2006. The measures that the university selected for benchmarking performance against these peer institutions reflect its goals to improve retention and graduation rates and engage in regional economic development. Relevant measures are built into the resource allocation process for new initiatives proposed by departments, schools, or divisions. Annual faculty and staff performance reviews incorporate goals, measures, and results for individual projects. Currently, the university is reviewing the criteria selected by *U.S. News & World Report* for measuring performance, as Purdue University Calumet aspires to move from Tier 4 to Tier 3 among Midwestern Comprehensive Masters-level universities in the annual ranking of colleges and universities.

8P6 Accounting for Appropriate Resource Needs

The process of implementing the strategic plan includes annual reallocation of funds, implementation of a new student fee, and plans to enhance fund raising. The reallocation process provides units

with sufficient funds to continue their operations. In order to be funded, new initiatives require close alignment with the strategic direction of the university. In 2003-2004, the university achieved a 25 percent increase in the number of proposals submitted for grants and contracts, a 64 percent increase in the proposed dollar amount requested, and a 14 percent increase in the number of grants and contracts awarded. For 2004-2005, the goal is to increase by 25 percent the number of proposals submitted for external funding, the requested amount by 50 percent, and the amount awarded by 50 percent. The university created and filled the positions of an associate vice chancellor for Research and Professional Development and a director of Corporate Relations in order to provide faculty and other scholars with the organizational support necessary to move forward with these goals.

Certain initiatives are organized as cost centers, with the intention that they be fully self-supporting within five years of inception. The Office for Distance Learning and Extended Education, the Academic Learning Center, and the Office of Advancement (in part) are structured as cost centers to enable the university to move forward with these initiatives without risking loss or diversion of funds from other essential functions.

8P7 Ensuring Faculty, Staff, and Administrator Capabilities

The Center for Professional Development is a key element of the strategic plan and its organization is the first step in ensuring that faculty and staff capabilities are developed to meet

the changing needs of the organization. The initial focus will be on faculty development with support for staff development available by late 2005. Since January 2004, the Center for Instructional Excellence has offered seminars, workshops, teleconferences, and other peer learning opportunities to teaching faculty and staff. The first associate vice chancellor for Research and Professional Development was hired in 2005. This individual will organize a unit comprising the Center for Instructional Excellence, the Office for Research and Scholarship (also including grants and contracts processing), and the Undergraduate Research Program.

The recently organized Office for Distance and Extended Education holds the responsibility for designing a program of leadership development for university administrators. Planning for this program is well underway, with a target launch date in Spring 2005. In Spring 2005, the Purdue University Calumet Office of Advancement, in partnership with Purdue University West Lafayette, will offer training in fund raising, development, and advancement for academic administrators at the level of department head and above. Faculty and other scholars are regularly invited to grant writing seminars in West Lafayette. The "buddy system" pairs experienced administrative, clerical, and service staff with new hires to provide a timely, substantive orientation to Purdue University policies and procedures. Updated annually, the new faculty orientation process includes workshops and a detailed handbook on academic and administrative units, their operations, and relevant contact people.

8P8 Measuring the Effectiveness of Continuous Improvement Systems

See 8P5 for a description of continuous improvement processes linked to the university's strategic initiatives, allocation of resources to support the initiatives, and faculty and staff performance integrated into strategic planning at the unit level. Each year, the chancellor provides annual updates to the entire campus, to governance groups, and to university administrative teams on the status of the strategic plan and related strategies for its implementation. These updates include review of existing measures and discussion of new measures. Deans and directors engage in similar strategic planning review and update discussions within the units that they lead.

8R1, 8R2 Results and Projections for Accomplishing Institutional Strategies and Action Plans

The university's primary strategic goals are to improve retention and graduation rates and to increase engagement in regional economic development. Results are highlighted in Table 8-1.

Table 8-1 Primary Strategic Goals

Strategic Goal	Action Plan	Results
Increase student retention from 62 percent to 70 percent by 2006-2007	Implement Supplemental Instruction (SI) Implement mandatory Freshman Orientation to acclimate students to college Establish a residence life program for up to 10 percent of the student body	SI for 23 disciplines, 48 courses, and 96 sections in Fall 2004, with 74 percent retention for SI students PUC 101 implemented by all schools in Fall 2004, 1,530 students and 770 parents attend

Increase 6-year graduation rate from 21 percent to 24 percent by 2006-2007 Implement Supplemental Instruction (SI)	Offer 90 student/campus life programs to 3,000 attendees Best & Brightest" scholarship program for 200 qualified in-state and out-of-state students implemented in 2003-2004 Increase funding for scholarships from \$522,100 to \$784,065 Increase work-study funds from \$206,134 to \$309,201 Increase number of students participating in internship and work experience programs from 2,095 to 2,690 Add one professional program (baccalaureate or master's level) per year over a 5-year period Eliminate "undecided" majors by placing preparatory and developmental studies students in majors	366 beds in University Village, opening Fall 2005 89 programs offered in 2003-2004 Fall 2003 retention rate of 64 percent 185 students receive scholarships in 2004-2005 \$1,703,090 awarded in 2003-2004; \$823,000 awarded in 2004-2005 1,260 students in internships in 2002-2003; 1,122 students in internships in 2003-2004; 756 students in internships in Fall 2004 3 new bachelor's degree programs approved ICHE as of 2003-2004 University Division reorganized into Center for Academic Achievement
Engage in regional economic development	Increase faculty and staff participation in regional engagement initiatives by 50 percent Initiate 5 endowed professorships to harness university intellectual capital Establish 3 centers and institutes to serve as niche areas of academic excellence in 2004-2005 Increase federal support for academic initiatives	2001-2002 faculty and staff participation rate of 33 percent Secured funding for 4 of 5 professorships 3 centers established in 2004-2005; 3 directors hired Secured federal earmarks for Indiana Water Institute (\$1 million) and High Performance Computing Grid (\$3 million) in 2004-2005

Continued

Strategic Goal	Action Plan	Results
	Increase grants and contracts from \$3 million to \$6 million per year by 2005-2006	Secured \$5 million in grants and contracts in 2003-2004 and \$7 million in 2004-2005
	Construct and open Purdue Technology Center of Northwest Indiana in 2004-2005	Completed construction and installed 7 tenants in December 2004
	Offer 48 training programs to regional businesses	Program plan for extended education in progress in Spring 2005
	Increase number of advisory boards from 8 and membership from 143 in 2003-2004	Support 20 boards with 228 members in 2003-2004
	Increase community-university partnerships	Sponsored business plan competition in 2004-2005

8R3 Comparison of Performance Projections with Peers

Table 8-2 shows rank for strategic measures compared to peer institutions. Purdue University Calumet ranks at or near the bottom on measures related to student success. The university has not benchmarked measures of economic development.

Table 8-2 Peer Comparison

Measure	2001 Rank	2001 Rate	2002 Rank	2002 Rate	2003 Rank	2003 Rate
1-year retention rate	10/10	62%	11/11	62%	11/11	62%
6-year graduation rate	11/11	165	n/a	21%	n/a	21%
Grants and contracts awarded	n/a	n/a	n/a	n/a	n/a	n/a
Grant and contract dollars awarded	n/a	n/a	n/a	n/a	n/a	n/a

8R4 Evidence of Planning System Effectiveness

University goals are proposed and established within the framework of the strategic planning implementation

process. Allocation of resources, measurement of results, communication and discussion about projects, and project success are integrated into the university's strategic planning process. Every unit on campus participates in strategic planning and implementation.

8I1 Improvement of Current Processes and System

Mid-cycle adjustments are implemented in response to the results obtained for retention, graduation, and engagement in economic development. Mid-cycle adjustments are enacted locally and coordinated through the Purdue University system through annual reporting and feedback by the Board of Trustees. Purdue University Calumet will thoroughly assess the strategic plan at its completion in 2006 and apply the results obtained to the development of a new plan.

8I2 Setting and Communicating Targets and Improvement Priorities

A clear objective relating to AQIP is for Purdue University Calumet to link a process for continuous quality improvement with its processes of strategic planning. With such a linkage in place, the AQIP process will be more thoroughly integrated into planning and used more extensively. The creation of a frequently updated Web site for AQIP will communicate projects, results, and improvements.

A formal mid-term assessment of strategic goals will provide a stronger framework for planning.

AQIP Category 9: Building Collaborative Relationships

9C1, 9C2 University's Key Collaborative Relationships and Their Support for Institutional Mission

Purdue University Calumet's strategic position in northwest Indiana is built on three foundations: student success, academic program quality, and engagement in regional economic development. The central focus on regional economic development has been to build strong community support for the university.

The university plans to become a bridge that connects various entities of northwest Indiana's Calumet region. The university has identified key strategies built on creating the Purdue Technology Center of Northwest Indiana and an Academic Learning Center in Merrillville, Indiana, nearly twenty miles southeast of campus in a part of the region that is growing in population. To accomplish this strategic goal, the university has engaged in a number of coordinated activities that support regional economic development, including the Entrepreneurship Center, the Hammond Business Incubator, and the Purdue Technology Center of Northwest Indiana.

Purdue University Calumet seeks to create careers in northwest Indiana that are worthy of its graduates. Consequently, the university develops key relationships with potential employers including local governing bodies, businesses, schools, and hospitals. Opportunities for Indiana, funded by Lilly Endowment Inc., is a systematic

effort to increase the number of internships and experiential learning opportunities with area organizations, such as United Parcel Service.

Partnerships with the federal and state government and with Indiana-based foundations help strengthen the preparation of entering students. TRIO programs, Louis Stokes Alliance for Minority Participation, 21st Century Scholars, the Lumina Foundation, and the Runnin' Rebels program for high school students are some of the key collaborations that prepare students for the university experience.

Local chambers of commerce, regional planning commissions, professional organizations, and research relationships with other universities provide access to talent and resources that supplement faculty expertise. Advisory councils bring the interests, skills, and resources of community leaders to support university programs. Hospital clinical sites, P-12 practicum sites, and regional businesses provide experiential learning opportunities for Purdue University Calumet students. Academic libraries form consortia, such as Academic Libraries of Indiana, to share resources.

Articulation agreements have been developed with six community colleges in Illinois and one in Indiana, as well as with Highland, Munster, and Lake Central high schools, three large feeder schools to Purdue University Calumet. These relationships are being nurtured and enhanced through outreach and programming efforts to key schools.

Purdue University Calumet's key organizational relationship is with the Purdue University system. Purdue University provides common administrative systems in human resources and business management, shared architectural and construction services, student records, graduate level student enrollment, course management systems, library systems, grants and contracts, services for international students, teaching evaluations, and purchase of products.

9P1, 9P2 Creating, Prioritizing, and Building Relationships and Ensuring that Partners' Needs are Met

Through its collaborative policies and practices, Purdue University Calumet develops and sustains a pipeline that extends from P-12 and community colleges through Purdue University Calumet to graduate and professional schools as well as to potential regional employers. Although not a seamless conduit, this pipeline provides students with the skills and momentum they need to succeed.

The administrative leaders at the university, as well as many faculty and staff, serve as models for engagement in the business, social, educational, cultural, and recreational initiatives and programs offered by area groups and organizations. In particular, the chancellor and the executive assistant to the chancellor for community engagement are deeply engaged in the community. The vice chancellor for Academic Affairs is actively engaged in regional economic development in partnership with local and regional education and business

communities. The leadership's commitment to northwest Indiana is both the source and the outcome of the university's evolution from a remote site of Purdue University to a distinctive university in its own right.

Table 9-1 Working with Institutional Partners

Creating relationships with...	Who does this and how	Assessing how needs being met
Educational institutions and other organizations from which Purdue University Calumet receives its students	<p>High Schools: Admissions Office in long-standing relationship with area high schools</p> <p>School of Education addresses teacher education and other issues affecting schools</p> <p>Educational Opportunity Programs Office works closely with area K-12 schools</p> <p>Center for Student Achievement mission of outreach to area high schools and community colleges</p> <p>High school students: Outreach by academic departments and schools</p> <p>Students learn pre-engineering skills in university laboratory in Project Lead the Way (Gavit High School)</p> <p>High school superintendents: School of Education leadership in area P-16 consortium</p> <p>Teachers: School of Education Center for Leadership Development</p> <p>School of Education teacher-in-residence program</p>	<p>Survey of high school counselors in 2003</p> <p>Annual high school counselor seminar to discuss mutual needs</p> <p>Regular conferences with area superintendents</p> <p>To be determined</p> <p>To be determined</p> <p>Advertising engineering seminars to area schools</p> <p>Hosting engineering and science competitions open to area students</p> <p>To be determined</p> <p>To be determined</p> <p>To be determined</p> <p>To be determined</p>
Educational institutions and employers that depend on the supply of Purdue University Calumet students and graduates that meet these organization's requirements	<p>Employers: Office of Career and Leadership Development sponsors annual job fair</p> <p>Office of Career and Leadership Development conducts structured employer outreach program via staff assignment, employer involvement with student and professional societies (IEEE, SWE, NSBE, SHPE, etc.)</p> <p>Employers: Outreach by academic departments to aid graduate employment</p> <p>Other organizations: Gear Up (middle school students)</p> <p>Volunteer fairs for students (social service agencies)</p> <p>UPS partnership</p> <p>Increasing collaboration with the National Science Foundation</p> <p>Start-up companies: Purdue Technology Center of Northwest Indiana offers training, undergraduate research opportunities, and support for start-up companies</p> <p>Advisory boards: Advisory board expansion is a systematic approach to collaborative relationships between academic departments and their alumni, employer base, and donors</p>	<p>Employers attending the job fair complete a survey.</p> <p>Frequent meetings with Office of Career and Leadership Development and potential employers of interns</p> <p>Department of Biological Sciences outreach to labs and hospitals</p> <p>To be determined</p> <p>To be determined</p> <p>To be determined</p> <p>To be determined</p> <p>To be determined</p> <p>To be determined</p>
Organizations that provide services to Purdue University Calumet students	<p>External organizations: Follett's Campus Shop collaborates with faculty and students via standing committee of University Senate</p> <p>Chartwell's food service works collaboratively with Administrative Services and university community</p>	<p>To be determined</p> <p>To be determined</p>
Education associations, external agencies, consortia partners, and the general community with whom Purdue University Calumet interacts	<p>Area community colleges: Articulation agreements for associate and baccalaureate degree programs with community college associate degree programs</p> <p>Accrediting bodies: Institutional and specialized accreditations</p> <p>Consortia: Indiana Campus Compact for distance learning</p> <p>Library consortia provides access to information available elsewhere</p> <p>Other institutions of higher learning: Undergraduate research projects presented at conferences in Indiana and beyond enhance standing with institutions at which Purdue University Calumet students enroll in graduate and professional programs</p>	<p>Annual policy and planning meeting of community college with key university faculty and staff</p> <p>Reaccreditation in all disciplines Faculty and staff credentialed as external reviewers</p> <p>Respect for shared rules assures ongoing access</p> <p>Participation on governing boards</p> <p>To be determined</p>

9P3 Creating and Building Relationships within the Institution

Members new to the university community learn about the organization through orientation programs, and for clerical and service staff, follow up mentoring through the Buddy program. Annually, there are several convocations that provide state-of-the-institution presentations and opportunities for discussion, one for all staff, and individual programs for faculty, administrative, and clerical/service staff. Recognition of service awards and ceremonies, bonus and merit pay programs, social events, discount programs, and informal opportunities for peer-to-peer learning bring colleagues together in a variety of settings. The university has begun to develop a Center for Professional and Staff Development in order to provide responsive, comprehensive support for staff across all functional areas and in all types of positions.

Purdue University Calumet offers members of the campus community many opportunities to participate in shared governance and formulation of policies and procedures. (See Table 9-2).

Table 9-2 Governance Groups and Administrative Teams

Organizational Group	Charge
University Forum	Integrate SLT and governance groups
University Senate	Faculty governance and curriculum development
APSAC	Administrative professional governance
CCSAC	Clerical and service governance
Senior Leadership Team	Strategic and administrative planning
Deans, Directors, and Department Heads	Administrative planning, policy and operations
Council of Deans	Academic strategic planning, policy and operations
Council of Department Heads	Academic policy and operations
Academic Computing Council	Academic IT planning, policy and operations
Academic Facilities Planning Committee	Academic facilities policy and planning
Administrative IT Committee	Administrative IT planning, policy and operations

9P4 Collecting and Analyzing Measures of Building Collaborative Relationships

A variety of measures are collected that document the quantity and quality of the university's collaborative relationships. These measures include:

- University advisory board memberships
- Participation of Purdue University Calumet faculty and staff on outside advisory boards, community boards, and boards of directors
- Number of students enrolling from feeder high schools and community colleges
- National Survey of Student Engagement

- Number and type of articulation agreements with community colleges
- Report to Indiana Commission on Higher Education on meeting the new performance indicators in working with high schools and community colleges
- Satisfactory completion of accreditation requirements and program reviews
- Results of surveys from Purdue University Calumet employers and alumni

9R1 Results in Building Key Relationships

Level of involvement by high schools and community colleges is increasing. The “Best and Brightest” scholarship was initiated in 2004, based on referrals by guidance counselors. Within one academic year, over 130 high-performing students received scholarships, referred by their high school or community college counselors.

Table 9-3
Number of Courses that transfer from Ivy Tech and Vincennes to Purdue University Calumet

FY 2004: IVY TECH

Number of courses	Difference	Percent Change
1103	195	21Percent (195 /908- - FY 2003)

FY 2004 VINCENNES UNIVERSITY

Number of courses	Difference	Percent Change
753	67	21Percent (67/686—FY 2003)

9R2 Comparisons to Other Higher Education Institutions and Organizations outside Education

Purdue University Calumet has identified benchmark universities and is in the process of developing methodologies for making these comparisons.

9I1 Improvement of Current Process and Systems for Collaboration

The university’s commitment to collaboration has strengthened its position in the external communities of northwest Indiana; it also presents some challenges for the campus. The university’s commitment has created the expectation that Purdue University Calumet will always provide faculty expertise to those groups who request it. University faculty and staff must be generous with their time; however, the university must share the responsibility, broadening the base of faculty and staff who are involved in community efforts. This requires broadening the basis of evaluation and recognition. Finally, Purdue University Calumet must be alert to the changing value of various partnerships. New

opportunities should not be ignored, and partnerships that outlive their usefulness should be dissolved.

Purdue University Calumet's internal partnerships with the Purdue University system are complex and evolving, and in some instances, they are challenging. The university benefits from cost savings in shared licenses and joint purchases; in contrast, there are ongoing costs for administrative processes centralized in West Lafayette. Centralized processes, with their numerous steps, require more time for staff to complete. Geographically separate campuses on different academic calendars pose a particular administrative challenge in Indiana with its varied time zones. Not all courses articulate across campuses. There is also a challenge in branding the university in a way that is both grounded in the Purdue name and reputation while also presenting the distinctive benefits of the Calumet campus.

Under the leadership of the vice chancellor for Academic Affairs, the university has fostered relationships and evaluated processes in partnership with regional high schools and community colleges. This process review was accomplished through systematically planning meetings with key influencers in the high schools and community colleges.

9I2 Setting Targets for Improvement

Setting appropriate targets for collaborative relationships requires the university to gather data that informs where and with whom to collaborate. Information that enables the university to assess how well collaborative partnerships are proceeding is also necessary.

The criteria for evaluation in the annual review of performance, along with the tenure and promotion reviews, needs to be revised to give more weight to strategic plan goals.



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