

**INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE  
STRATEGIC PLAN for 2008-2013**

**PREAMBLE**

**Context**

This Strategic Plan has been developed as the successor to the IPFW Strategic Plan for 2001-07. IPFW achieved a broad range of accomplishments through that plan, including the development of new facilities and new programs, the opening of a student housing complex, and the movement of the IPFW Mastodons to a Division I athletics conference. This new plan includes a reaffirmation of IPFW's mission, vision, and values. The process of developing IPFW's next Strategic Plan has also led to the identification of a series of shared initiatives, strategic goals, strategic directions, and action priorities as the most promising approach for building on current strengths, meeting current and anticipated challenges, and expanding the university's contributions to northeast Indiana.

**History**

After many years of offering courses at separate locations in Fort Wayne, Indiana University and Purdue University opened the combined campus of IPFW in 1964. The 1970s were a time of rapid growth, accompanied by the formal merger of the campus administration in 1975. A regional campus of both Indiana University and Purdue University, IPFW is managed by Purdue University under the terms of a management agreement that is renewed every five years. In the 1980s, an academic structure was created to emphasize relationships among departments rather than relationships of departments to Indiana or Purdue mission assignments. Major facilities opened during the early 1990s included the Visual Arts Building; the Williams Theatre; the Engineering, Technology, and Computer Science Building; and the Child Care Center. A new campus facilities master plan was completed in 1995, and IPFW's first Strategic Plan was completed that same year. A Science Building opened in 1998, the Rhinehart Music Center opened in 2007, and a Medical Education building is under construction. Enrollments for Fall 2007 were the highest in the history of the campus. A Student Housing complex opened for Fall 2004, a second phase opened in 2007, and plans are being made for a third phase. Final legislative approval is being sought for construction of a Student Services complex.

**Strengths and Comparative Advantages**

IPFW offers approximately 200 Indiana University and Purdue University degree and certificate programs. The Indiana/Purdue partnership that created IPFW sustains a tradition of excellence and serves as the foundation for IPFW's role as the largest provider of university-level programs in the area. This unique partnership provides services and linkages that support IPFW's efforts to develop distinctive programs and practices and achieve national recognition for responsiveness to emerging needs in northeast Indiana.

IPFW is recognized by its accrediting agencies and other peer evaluators as a mature institution with an excellent faculty and staff. IPFW graduates compare favorably with graduates of other universities on national exams, acceptance to graduate and professional schools, and in their chosen fields of employment. Faculty productivity and student involvement in research and creative endeavor have brought recognition to the campus. Academic support programs maintain a high level of service to students, faculty, and staff. A wide array of student support programs has also been established to provide personal support services. Support for faculty development in both teaching and research expanded dramatically in recent years. Significant growth in campus facilities has contributed to improvement of academic programs and community service in several disciplines. Partnerships with the community include shared professorships, funding from partner agencies for numerous IPFW programs and facilities, research studies undertaken at the request of community agencies, and collaborations with schools on grant-funded projects.

### **Constraints and Challenges**

The state budget process, based on formula funding and a biennial budget, presents one set of constraints. Despite recent state allocations of "equity funding," IPFW's budget remains below the statewide average for master's-level institutions. State funding is likely to increase only incrementally in the near future. The establishment of Ivy Tech Community College of Indiana has led to increases in the number of articulation agreements with IPFW bachelor's degree programs but has also led to continuing efforts to limit IPFW's historic role in providing associate degree programs. In a wider context, higher education itself is changing rapidly: the emergence of new media and networking services in technology, increasing numbers of for-profit educational institutions, increased competition among institutions, and increased expectations of accountability from stakeholders and state and federal governments are among the factors that characterize the higher education climate today. Finally, IPFW itself is also changing, with increasing numbers of full-time students, growing demand for student housing, expansion of graduate program offerings, rapid growth of distance education course offerings, broader support for the athletics program, and higher expectations for the university to be a partner in the economic and cultural development of Fort Wayne and the surrounding area.

### **Designations**

The Carnegie Commission has designated IPFW a comprehensive Master's I university in recognition of the institution's size and scope of degree programs. The Indiana Commission for Higher Education classifies IPFW as a public regional university responsible for providing higher education to eleven counties in northeast Indiana.

## **MISSION, VALUES, AND VISION**

### **Mission**

IPFW is a public comprehensive university, created by Indiana University and Purdue University to serve the higher education needs of northeast Indiana. Our mission is to offer a broad range of high quality undergraduate, graduate, and continuing education programs that meet regional needs, to support excellence in teaching and learning, to advance and share knowledge through research and creative endeavor, and to work with the community to develop intellectual, cultural, economic, and human resources.

### **Values**

We are committed to excellence in teaching, student learning, research and creative endeavor, and regional development. As such, IPFW values

- The pursuit of knowledge in an environment that encourages free and open inquiry, academic achievement, scholarship, and creativity.
- A strong general education program that emphasizes critical thinking, promotes lifelong learning, and continues the traditions of the sciences, arts, and humanities.
- A commitment to student access and success that is demonstrated through services and student life programs responsive to individual needs and interests.
- A campus environment that promotes integrity, respect for diversity, responsible citizenship, accountability, and continuous improvement through assessment.
- The principles of shared governance, civility, and open communication among all groups within the university.
- The traditions of scholarly excellence and public engagement of Indiana University and Purdue University.
- The professional commitment, innovations, and accomplishments of faculty and staff.
- Partnership with the community to enhance social, economic, cultural, civic, and intellectual life in the region.

### **Vision**

IPFW will be a nationally recognized university, known for its regional impact and

- The excellence, value, and accessibility of its academic programs.
- An exceptional environment for teaching, learning, and student achievement.
- The scholarly and creative accomplishments of its faculty, students, and staff.
- Its contributions to the quality of life of the region.

## **SHARED INITIATIVES**

The strategic planning process has identified a set of strategic initiatives that are essential to the accomplishment of the university's mission. The following initiatives are framed as essential dimensions of the goals and strategic directions identified in the next section of this Strategic Plan:

1. Increase enrollment, improve the academic qualifications of entering students, and increase graduation rates.
2. Foster a diverse, inclusive, multicultural, and international campus community.
3. Expand community partnerships to promote regional and institutional development.
4. Increase gift, grant, and contract funding of scholarships, research, and special university initiatives.
5. Expand and enhance sustainable physical facilities and grounds, including the ongoing development of student housing.
6. Use strategic assessment to chart progress, improve programs and services, and demonstrate accomplishments.

## **GOALS, STRATEGIC DIRECTIONS, AND ACTION PRIORITIES**

### **Goal 1: Foster Learning and Create Knowledge**

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

Strategic Directions and Action Priorities:

1. Attract, support, and celebrate a highly qualified and diverse faculty and staff.

- A. Increase the number and proportion of full-time faculty and the number of endowed chair positions.
  - B. Provide nationally competitive salaries.
  - C. Increase faculty and staff diversity through pro-active recruitment and retention.
  - D. Provide extensive faculty and staff development in teaching, research, and service.
  - E. Promote, recognize, reward, and publicize exceptional accomplishments of faculty and staff.
2. Offer a broad array of graduate and undergraduate programs that meet the highest standards of their disciplines and respond to regional needs.
- A. Provide a strong general education program that builds on the traditions of the liberal arts and sciences, emphasizes critical thinking, enables students to work in a multicultural and global economy, and prepares them for the responsibilities of citizenship.
  - B. Structure undergraduate curricula to assure that students achieve the learning goals established in the IPFW Baccaalaureate Framework.
  - C. Begin the development of an IPFW Graduate School, with a mission to expand graduate program offerings and enrollments.
  - D. Establish new undergraduate programs to meet emerging regional needs.
  - E. Expand the number of articulation and transfer agreements with Ivy Tech Community College and increase participation in the agreements.
3. Promote the use of multiple methods of teaching and delivery to expand access and improve student learning and success.
- A. Expand the use of active learning pedagogies to enhance student learning.
  - B. Increase student research, internships, study abroad, international experiences, honors program participation, and other forms of experiential learning.
  - C. Expand and support the effective use of instructional technology.
  - D. Provide multiple methods of delivery to increase access.
  - E. Establish a strategic direction for further growth in distance education.
  - F. Promote residential learning communities in student housing.
4. Assure quality and effectiveness of academic programs through accreditation, program review, and assessment of student learning.
- A. Encourage and support the accreditation of all eligible programs.
  - B. Implement the eLumen software system to track and report on student learning.
  - C. Integrate assessment and program review to improve student learning.
  - D. Participate in the national initiative to establish a Voluntary System of Accountability.

5. Provide academic support for a diverse community of learners to facilitate student success and create a culture of graduation.
  - A. Implement the recommendations identified in the Foundations of Excellence assessment to provide an integrated first-year experience.
  - B. Build a Learning Commons in Helmke Library and expand academic support for student success.
  - C. Increase library resources and services to support teaching and research.
  - D. Create attractive and effective learning spaces throughout the campus.
  
6. Promote and support faculty research/creative activity and increase external funding.
  - A. Strengthen services, infrastructure, and funding provided through the Office of Research and External Support and through university grant programs.
  - B. Expand the number and scope of the Centers of Excellence as centers for research and engagement.
  - C. Provide support programs to encourage student research and publicize the results of these research projects.
  - D. Encourage the development of flexible faculty workload policies to support research/creative endeavor and engagement.

## **Goal 2: Develop Quality of Place and Experience**

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

Strategic Directions and Action Priorities:

1. Promote IPFW as an inclusive university community of students, staff, faculty, and alumni, as well as members of their families.
  - A. Offer opportunities for academic and social connections to the campus community.
  - B. Engage all members of the campus community in supporting IPFW intercollegiate athletics.
  - C. Promote a sense of pride in the campus community.
  - D. Expand the scope of programming and services designed to celebrate the broad range of cultures and interests represented in the campus community.
  
2. Encourage personal and professional development for all members of the university community.

- A. Increase opportunities for students to participate in student activities programs and in wellness and intramural athletics programs.
  - B. Expand opportunities for faculty-student engagement and student leadership development.
  - C. Promote the development of the whole student through integrated programming that fosters the development of ethical values and civic responsibilities.
  - D. Connect students to the campus community and enhance learning by improving academic advising, academic assistance, mentoring, and personal support services.
  - E. Develop special programming and services for alumni to promote their personal and professional development.
3. Continuously re-engineer infrastructure and services to improve support for students, faculty, staff, and others who interact with IPFW.
- A. Increase student enrollment in a steady and sustainable manner toward the goal of 15,000 through programs of recruiting and retention of qualified students.
  - B. Place a special emphasis on attracting Core 40 and Honors Diploma graduates, international students, those from historically under-represented backgrounds, and those who would be first-generation students.
  - C. Develop financial aid programs that support the university's goals for affordable access for all qualified students and increased regional educational attainment.
  - D. Emphasize continuous improvement of student services and business services.
  - E. Invest in expansion of the university's integrated marketing plan.
  - F. Provide effective information technology support for all campus programs and services.
  - G. Expand efforts to assess student and faculty satisfaction with university programs and services and compare levels of satisfaction with national norms.
4. Improve and expand physical facilities and campus grounds.
- A. Improve the degree to which physical facilities support the university's goals for growth in teaching, research, and service.
  - B. Update the campus master plan for facilities, grounds, and parking, with an emphasis on sustainability and environmental stewardship.
  - C. Develop and complete the third phase of student housing.
  - D. Complete construction of the Student Services project.
  - E. Assess the adequacy of campus safety and emergency preparedness planning.
5. Enhance financial support for university programs and services.
- A. Increase state funding to the statewide average for Master's I universities.
  - B. Expand gift and grant support for programs and services.

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

IPFW sponsors educational, cultural, and recreational opportunities for community audiences of all ages and engages in projects with regional businesses which improve their sustainability and competitiveness. Targeted projects are built upon active communication with the community, an entrepreneurial spirit, and cooperative investments. IPFW seeks to provide intellectual leadership by stimulating debate, modeling diversity, and providing expertise to community partners.

#### Strategic Directions and Action Priorities

1. Engage and enrich the community through programs hosted on campus and through the campus environment.
  - A. Provide diverse cultural, athletic, artistic, and recreational activities to the community.
  - B. Offer opportunities for on-campus lifelong learning and professional development.
  - C. Create campus destinations that engage and draw the community to campus.
  - D. Provide campus resources for strategic community partnerships.
  
2. Provide and extend University services and support throughout northeast Indiana.
  - A. Provide outreach programs and P-16 partnerships for youth and under-served populations that encourages participation in education, with special emphasis on the science, technology, engineering, and mathematics (STEM) disciplines and on high school improvement initiatives.
  - B. Invest in partnerships in education, research, and service.
  - C. Share student, staff, and faculty expertise with community organizations and expand faculty and staff participation on community boards.
  - D. Actively collaborate with, and serve as a resource for, legislators, community leaders, and alumni to identify ways to meet regional needs.
  - E. Offer lifelong learning opportunities through regional sites and distance education.
  
3. Bolster regional economic development
  - A. Expand the university's role in regional economic development initiatives.
  - B. Support economic development through Technology Transfer and Commercialization programs, and partnerships with area defense industries.
  - C. Support new business innovation through expanding partnerships with the Northeast Indiana Innovation Center (NIIC), the Small Business Development Center (SBDC), the Indiana University School of Medicine - Fort Wayne program, and other campus partners and centers.

## **ASSESSMENT OF PROGRESS**

IPFW will assess progress toward these goals through comparisons with the achievements of a set of peer institutions and monitoring of a broad series of institutional change metrics.

### **PEER INSTITUTIONS**

Peer institutions have been identified to provide comparative information about the characteristics and performance of institutions that are similar to IPFW. The process of identifying peer institutions included use of the following criteria:

Classification as a public, master's level university in the Carnegie Classification of Institutions of Higher Education, since IPFW is member of this group.

An undergraduate student enrollment between 9,500 and 18,500, since both smaller and larger institutions differ from IPFW in significant ways.

An acceptance rate of at least 70%, since lower rates of acceptance suggest that a different mission is being served by the institution.

A maximum housing capacity of 20%, since institutions that house more of the student body have significantly different characteristics.

A full-time percentage of less than 90% of undergraduate enrollment, since service to part-time students is an important part of IPFW's mission.

These screening criteria were applied to all public, master's universities in the country, yielding the following initial set of peer institutions:

Boise State University (ID)  
CUNY-College of Staten Island  
Eastern Michigan University  
Eastern Washington University  
Northern Kentucky University  
Southeastern Louisiana University  
University of Alaska-Anchorage  
University of Central Oklahoma  
University of Nebraska-Omaha  
University of South Alabama  
Youngstown State University

Data about the peer institutions will serve as benchmarks in evaluating IPFW's progress in meeting the goals of the Strategic Plan.

IPFW Strategic Plan				
Metrics and Peer Institution Benchmarks				
Metric	Definitions	Source	Current Data	5 - Year Targets
<b>Goal 1: Foster Learning and Create Knowledge</b>				
<b>Faculty and Staff Measures</b>				
Full-time Faculty Size	Number of faculty who are full-time and have at least .50 assigned to instruction and research (Excludes graduate aides/graduate assistants; excludes administrators who are teaching.)	Institutional Research	383	+10%
Full-time Faculty Percentage	Number of faculty who are full-time and have at least .50 assigned to instruction and research, divided by number of full-time equivalent faculty. (Excludes graduate aides/graduate assistants; excludes administrators who are teaching.)	Institutional Research; CDS/US News for peers	74%	79%
Full-time Equivalent Faculty	Number of full-time faculty, plus one-third of the number of part-time faculty, in each fall semester	Institutional Research	521	+10%
Full Professors	Faculty with the rank of Professor, excluding academic administrators	Institutional Research	70	+10%
New Faculty Positions	Number of new faculty positions authorized in the budget for a given fiscal year	Institutional Research	n.a.	+38 (10%)
Student/faculty Ratio	Number of fall semester, full-time equivalent students, divided by number of full-time equivalent faculty.	Institutional Research; CDS/US News for peers	16/1	16/1
Sections Taught by Full-time Faculty	Sections taught by full-time faculty, divided by total sections taught	Institutional Research	56%	61%
Class Size	Percent of undergraduate class sections and sub-sections with less than 20 or more than 50 students enrolled at the census deadline for a given fall semester.	Institutional Research/ CDS/US NEWS for peers	48% under 20 3% over 50	50% under 20 3% over 50
Diversity of Faculty and Staff	Number, percentage, and distribution faculty and staff members identifying themselves with one or more minority categories. Reported separately for (a) faculty, (b) administrative staff, (c) clerical staff, and (d) service staff divided by total numbers in each category.	Institutional Research	Faculty: 15% Admin.: 9% Clerical: 8% Service: 12%	National: Faculty: 17% Admin.: 14% Area: Clerical: 11% Service: 11%
Endowed Chair Positions	Number of faculty positions supported by endowment funds	Institutional Research	5	+2
AAUP Salary Comparisons	Average salaries by rank for faculty	Institutional Research/AAUP for peers	Prof. 90% Asso. 91% Asst. 95% Inst. 104%	100% at each level
Instructional Support Programs	Number of CELT programs offered	CELT	50	+10%
Instructional Support Program Participants	Number of CELT program participants	CELT	576	+10%

<b>Metric</b>	<b>Definitions</b>	<b>Source</b>	<b>Current Data</b>	<b>5 - Year Targets</b>
<b>Academic Program Measures</b>				
New Programs	Number of new certificate and degree programs gaining full approval in each academic year	Institutional Research	Average +4 per year	+2 per year
Program Reviews	Number of program reviews undertaken in each academic year	Academic Affairs	7 per year	7 per year
Accreditations	Number of accreditations completed in each academic year	Institutional Research	100% approval rate	100% approval rate
<b>Student Measures</b>				
One-year Retention Rate (freshman-to-sophomore retention)	Number of (a) full-time beginner students who return for the following fall semester, divided by the number of full-time beginners in the target semester and (b) number of enrolled students who graduate or return for the following fall semester, divided by the number of students enrolled in the target semester. Sophomore, junior, senior, and graduate student retention and graduation rates also monitored as internal benchmarks.	Institutional Research; CDS/US News for Peers	63%	68%
Cohort Graduation Rate	Number of full-time, first-time, degree-seeking students enrolling as beginners in a given fall semester (or the previous summer session) who earn a bachelor's degree in six years or an associate's degree in three years. Averaged over four years.	Institutional Research	23%	28%
Baccalaureate Graduation Rate	Number of full-time, first-time, degree-seeking students enrolling as beginners in a given fall semester, seeking a bachelor's degree, who earn a bachelor's degree in six years. Averaged over four years.	Institutional Research/ IPEDS/US News for Peers	20%	25%
Certificates and Degrees Granted	Number of certificates and degrees granted, by level, for a fiscal year	Institutional Research	Cert 88 Assoc 479 Bach 995 Mast 187	+10% at each level
Student Performance on National Examinations	Number of students passing national exams, divided by number of students taking the exams. Examples are Dental Assisting National Board of Examination, Nursing Licensing Examination, CPA exam, etc.	Institutional Research survey of deans	6 of 7 at 95% or better	95% pass rates on all exams
Teacher Licensing	Number of students recommended for licensure in a fiscal year.	School of Education	214	+10%
Ivy Tech Articulation Participants	Number of Ivy Tech students transferring to IPFW	Institutional Research	Average 150	+10%
Co-op Participants	Number of students participating in co-op programs	Co-op Office	133	+10%
Co-op Salaries	Total salaries earned by participants in co-op programs	Co-op Office	\$1.4 M	+10%
Honors Program Participants	Number of students participating in the Honors Program	Honors Program	470	+10%
Honors Program Graduates	Number of Honors Program Certificates awarded	Honors Program	4	+10%

<b>Metric</b>	<b>Definitions</b>	<b>Source</b>	<b>Current Data</b>	<b>5 - Year Targets</b>
Tutoring Participants	Number of students participating in tutoring programs	CASA	2,068	+10%
Steps Computer Classes	Number of students participating in Steps Computer Classes	CASA	1,099	+10%
Supplemental Instruction	Number of students participating in supplemental instruction programs	CASA	926	+10%
Writing Center Consultations	Number of students participating in Writing Center consultation programs	CASA	3,361	+10%
<b>Research and Creative Activity Measures</b>				
Federal Research Proposals	Number of proposals for federal funds submitted in a given fiscal year	Research and External Support	46	+25%
Federal Grant Awards	Number of proposals and awards made by federal agencies to IPFW faculty in a fiscal year	Research and External Support	\$1.3 M	+25%
Total Grant and Contract Proposals	Total number and amount of grant and contract proposals in a fiscal year	Research and External Support	258	+25%
Total Grant and Contract Awards	Total number and amount of grant and contract awards in a fiscal year	Research and External Support	\$5.2 M	+25%
Research Symposium Presentations	Number of student presentations at the annual student research symposium	Research and External Support	44	+10%
Scholarly and Creative Achievements	Numbers of books, other publications/creative works, and presentations	Survey of Deans	Books 5 P/CW 483 Pres. 328	+10% in each category
<b>Library Measures</b>				
Library Gate Count	Number of customers served in-person in the library in a calendar year	Library	296 K	+10%
Library Full-text E-Journals	Number of journals for which full-text versions are available electronically in a calendar year	Library	20 K	+10%
<b>Goal 2. Develop Quality of Place and Experience</b>				
<b>Student Measures</b>				
Total Enrollment	Total number of students enrolled at the census deadline for a given fall semester.	Institutional Research	11,672	+10%
Full-time Enrollment	Number of students who are full-time, defined as at least 12 credits for undergraduates and at least 9 credits for graduate students.	Institutional Research	7,084	+10%
Full-time Equivalent Enrollment	Number of full-time equivalent students, defined as undergraduate student credit hours divided by 15 and graduate student credit hours divided by 12.	Institutional Research	8,259	+10%
Total Credit Hours	Total number of credit hours in which students were enrolled at the census deadline.	Institutional Research	122,818	+10%
Undergraduate Enrollment	Number of students enrolled at the undergraduate level at the census deadline.	Institutional Research; IPEDS for peers	10,890	+10%

<b>Metric</b>	<b>Definitions</b>	<b>Source</b>	<b>Current Data</b>	<b>5 - Year Targets</b>
Minority Enrollment	Number of students identified as minority students at the census deadline.	Institutional Research	1,187 (10.2%)	Area population (11.2%)
International Student Enrollment	Number of students identified as temporary-resident international students at the census deadline; excludes refugee, asylee, and permanent resident non-citizens.	Institutional Research	160	+10%
Graduate-level Enrollment	Number of students enrolled at the graduate level at the census deadline.	Institutional Research	782	+15%
Distance Education Enrollments	Number of students enrolled in distance education courses at the census deadline.	Continuing Education	4,127	+15%
SAT Score Averages	SAT Critical Reading, Math, Writing, and Total Score averages earned by new beginners (first-time, first-year, degree-seeking students) for a given fall semester.	Institutional Research	976	990
SAT Score Profiles	SAT Critical Reading, Math, Writing, and Total Scores at the 25th and 75th percentile levels earned by new beginners (first-time, first-year, degree-seeking students) for a given fall semester.	Institutional Research/ CDS/US News for peers	870 1080	25th %ile 890 75th %ile 1100
High School Rank	High school rank at the top 10%, 25% and 50% levels earned by new beginners (first-time, first-year, degree-seeking students) for a given fall semester.	Institutional Research/ CDS/US News for peers	Top 10%: 11% Top 25%: 32% Top 50%: 68%	Top 10%: 16% Top 25%: 37% Top 50%: 75%
<b>Financial Aid Measures</b>				
Recipients	Number of students receiving financial aid in a given fiscal year	Financial Aid	8,884	+10%
University Scholarships - Gifts	Amount of scholarship funds awarded from gift income in a fiscal year	Financial Aid	\$762 K	Fee change
University Scholarships - Fee Remission	Amount of scholarship funds awarded from fee remission funding in a fiscal year	Financial Aid	\$2.6 M	Fee change
Total Aid	Total financial aid provided in a fiscal year	Financial Aid	\$64 M	Fee change
<b>Student Organization Measures</b>				
Student Organizations	Number of recognized student organizations in a given academic year	Student Life	106	+10%
Student Organization Events	Number of events sponsored by recognized student organizations in a given academic year	Student Life	2,813	+10%
Athlete GPA	Fall semester GPA for student athletes in a given academic year	Institutional Research	3.12	3.00
Athletics Graduation Rate	Six-year graduation rate for athletes included in a given academic year cohort	Institutional Research	41%	+46%
<b>Satisfaction Measures</b>				

<b>Metric</b>	<b>Definitions</b>	<b>Source</b>	<b>Current Data</b>	<b>5 - Year Targets</b>
Student Satisfaction Surveys (Noel-Levitz, NSSE, etc.)	Results of survey conducted every three years, compared to prior results and national averages	Office of Assessment	N.L. 5.06 NSSE 2.98	national average
Faculty Satisfaction Surveys (HERI, etc.)	Results of survey conducted every three years, compared to prior results and national averages	Office of Assessment	HERI 78% satisfied	national average
<b>Financial Measures</b>				
State Appropriations/FTE	Total state operating appropriations divided by the number of FTE students, defined in terms of annual enrollments for a given fiscal year.	Institutional Research	\$4,582	Attain Master's Level Average
Gifts Received	Total amount of gift funding received in a fiscal year	Development	\$6 M	+10%
Alumni Giving Rate	Number of active alumni making gifts to the university in a year	Development	4%	6% (peer average)
<b>Goal 3. Contribute to the Development of the Northeast Indiana Region</b>				
<b>Student Measures</b>				
Continuing Education Non-credit Enrollments	Number of enrollments in classes offered through the continuing education program.	Continuing Education	8,909	+10%
Omnibus Lecture Attendance	Number attending each season's Omnibus Lectures	University Relations	n.a.	+10%
Community Events	Number of campus events open to the community	University Relations	n.a.	n.a.
Economic Development	Number of economic development projects undertaken in a year	Vice Chancellors	n.a.	10 projects in 5 years
Community Leadership	Number of faculty and staff on community boards	University Relations	n.a.	n.a.
Technology Transfer	Number of Technology Transfer and Commercialization attempts and successes	Research and External Support	n.a.	n.a.
Business Development	Number of new businesses created or supported through NIIC and SBDC	Research and External Support	n.a.	n.a.
Business and Educational Outreach	Number of outreach office contacts and P-16 partnerships	Research and External Support	n.a.	n.a.
Regional Education	Number of students enrolled in credit courses at regional sites	Institutional Research	n.a.	n.a.

## FINANCING THE PLAN

### Recent Changes in University Funding

The share of funds provided by the state has declined from 51% to 47% of the general fund budget in the past five years. Student fees have shown a corresponding increase in the same time period, from 49% to 52%, while other budgeted income has been relatively constant at slightly less than 2%.

### Funding Requirements of the Plan

New state operating funds and reallocations will be required, particularly for increasing faculty positions and salary levels and for creation of new degree programs. Capital project funds from both state and other sources will be needed to support the facilities projects which have been identified as priorities. Many of the other initiatives will be pursued through combinations of funds from reallocations, grants, and gifts. Reallocation of campus funds will provide an important measure of IPFW's commitment to achieving the goals described in this plan.

INITIATIVES	COST
<b>Goal 1: Foster Learning and Create Knowledge</b>	
1. Increase the number of regular faculty positions, endowed chair positions, and provide competitive compensation	\$15.0 M
2. Implement high priority new programs	\$1.0 M
3. Improve library collections and services	\$1.0 M
4. Expand academic support services	\$0.8 M
5. Enhance research support services and university grants	\$0.8 M
<b>Goal 2: Develop Quality of Place and Experience</b>	
1. Provide additional scholarships and grant support	\$5.0 M
2. Expand student support services	\$1.0 M
3. Support expanded marketing and development programs	\$0.6 M
4. Enhance technology support for university programs and services	\$1.2 M
5. Improve classrooms, laboratories, and equipment	\$0.8 M
<b>Goal 3: Contribute to the Development of the Northeast Indiana Region</b>	
1. Expand regional outreach services	\$2.0 M
2. Increase campus-based public programming	\$0.8 M
<b>TOTAL</b>	<b>\$30.0 M</b>

## **STRATEGIC PLANNING AND REVIEW COUNCIL (SPARC)**

### **Purpose**

To coordinate the implementation and evolution of the IPFW Strategic Plan. To review institutional change metrics and benchmarks tied directly to Strategic Plan goals and strategies. To update strategic planning goals and strategies in response to analyses. To prepare and present an annual Strategic Planning and Institutional Improvement Report for university-wide and public dissemination.

### **Membership**

Speakers of the Faculty (2)  
Presiding Officer of the Senate  
Faculty Representatives  
(5 faculty elected by the Senate, from at least three colleges/schools/divisions, serving staggered three-year terms)  
Chancellor (Chair)  
Vice Chancellor for Academic Affairs  
Vice Chancellor for Financial Affairs  
Vice Chancellor for Student Affairs  
Enrollment Management  
Diversity and Multicultural Affairs  
Academic Success Center  
Development Office  
Institutional Research  
University Relations and Communications  
Administrative and Professional Staff Advisory Council representative  
Clerical and Service Staff Advisory Council representative  
Student Government representative  
Community Advisory Council representative

### **Annual Plan of Work**

January - April	Institutional Research and other offices compile institutional data, compare data to change indicators and benchmarks, conduct trend analyses, and prepare report to full Council
May - August	Evaluation of changes to strategic planning goals and strategies in response to data about accomplishments; preparation of annual report
November 1	Release of annual report