

**The 2008-2014 Strategic Plan
Purdue University Calumet**



Executive Summary

The 2008-2014 Strategic Plan Purdue University Calumet

The Purdue University Calumet 2008-2014 strategic plan builds on the accomplishments of our previous plan, extending our commitments to student success, community engagement, a quality learning environment, and faculty and staff excellence. Our plan is situated within the context of our regional needs and the state of Indiana's expectations for higher education.

Mission for Purdue Calumet

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.

Our Commitment

Purdue University Calumet will:

Educate students with a strong foundation in the liberal arts and sciences, offer career-oriented programs, provide programs and services that meet regional community needs.

Strategic Vision for Purdue Calumet

Purdue Calumet commits itself to setting the high academic standards necessary for our diverse students to attain success beyond graduation – and to providing the learning environment and support that will help them achieve their goals. Above all, we support and challenge them in discovering their potential to contribute both locally and globally in a 21st century world. It is the students we serve and the creativity with which we serve them that gives value and recognition to a Purdue Calumet education.

Purdue University Calumet is committed to the educational success of a diverse student body for productive lives in the global marketplace. We will be known for:

Promoting educational excellence with a faculty committed to teaching, research, scholarship, and service;

Providing innovative, experiential, research and design opportunities for both the undergraduate and graduate student;

Improving the quality of life for the communities we serve through business, educational, cultural and civic partnerships;

Embracing the wide diversity of our stakeholders by fostering a workplace where our students, faculty, and staff feel valued.

State of Indiana’s Expectations for Higher Education:

“Four-year public colleges and universities in Indiana are encouraged to pursue innovative strategies to improve retention and college degree completion. As the ICHE notes, “this may require a radical shift in such areas as class scheduling, designing and delivering courses and programs, instructional delivery, recruiting students, and campus design.” *Reaching Higher: Strategic Directions for Higher Education in Indiana*, Indiana Commission for Higher Education (ICHE). 2008.

Five goals of the Strategic Plan with Initiatives:

Goal I: Foster Engaged Learning

- Fully implement the experiential learning requirement for undergraduate baccalaureate students.
- Expand global engagement of our student community.
- Create active learning environments.

Goal II: Prepare an Educated Workforce and Citizenry for our Region

- Selectively increase undergraduate enrollments.
- Expand graduate enrollments.
- Stimulate the creation of businesses in our region related to targeted growth areas identified by the State of Indiana: advanced manufacturing, logistics, computing technology and life sciences.
- Provide professional development support and academic outreach to the Hammond Academy for Science and Technology and other professional development school sites in Northwest Indiana.
- Expand career development and placement services to Purdue Alumni.
- Expand arts and cultural programming in our region.
- Establish or strengthen partnerships with organizations and industry to address environmental issues.

Goal III: Improve Student Success

- Expand use of contemporary learning technologies to provide a variety of course and degree delivery methods.
- Establish a highly responsive and consistent advising system for Purdue Calumet students.
- Continue to improve retention and graduation rates.

Goal IV: Increase Support for Faculty and Staff Excellence

- Strengthen professional development, faculty research, and scholarship support structures.
- Recruit and retain excellent faculty and staff with competitive salaries.
- Expand support and recognition for faculty and staff.

Goal V: Develop a Vibrant Campus Community

- Develop flexible opportunities for student involvement in campus life.
- Identify and adopt best practices in recruiting and retaining diverse student, faculty, and staff.
- Construct a quality improvement process built around the Campus Climate survey, the Workplace Satisfaction survey, the Customer Service survey, and the Personnel Evaluation Implementation survey,
- Expand and improve facilities to meet the needs of faculty, staff and students.

Assessment

Each year, progress on the Strategic Plan will be assessed using metrics specific to each core strategy. Implementation of the Strategic Plan will begin once it has been approved by the Purdue University Board of Trustees. A budget framework for the Plan has been established.

In addition to assessment of the specific goals articulated above for each core strategy, Purdue Calumet participates in two comprehensive assessment efforts: Academic Quality Improvement Project (AQIP) and Voluntary System of Accountability (VSA). Wherever possible, our strategic measures are integrated into these assessments systems.

Purdue University Calumet Strategic Plan 2008-2014

Campus Overview

Purdue University Calumet (PUC) is a regional campus of Purdue University serving about 9,600 students, located in a highly urban environment. The campus serves a diverse population of about half traditional students and half non-traditional students. Fifty-eight percent of the student population is full-time. Sixty-four percent of its students are first generation college students (neither parent attended college). Minority students comprise about 33% of the total body and female students comprise 57% of the student body. Approximately 80% of our students work more than 20 hours a week, and 55% work 31 or more hours per week. The campus serves a state where only approximately 19.4% of the population over age 25 has a four-year degree or higher (2000 census data). In Lake County, where the campus is located, only about 16% of the population over age 25 has a four-year degree or higher. Lake County ranks twenty-first in post-secondary education within the state, even though it is the second most populous county in Indiana.

Graduate enrollment for the campus for 2007-08 is 1021, with 835 part-time graduate students, and 186 full-time students. According to the 2000 census data, only 5.5% of adults 25 or older in the county have attained a graduate or professional degree.

Looking Back: Purdue Calumet Strategic Plan 2001-2006

Purdue Calumet's previous strategic plan had four key goals: 1) Expand access and improve student success; 2) promote excellence of faculty and staff; 3) support a high-performance learning environment; and 4) be a partner for regional economic growth. Although Purdue Calumet did not achieve all of its stated goals in our 2001-2006 strategic plan, we have made significant progress in each area. The two most significant goals from this strategic plan which were not met were the targets for improving the graduation and retention rates, and gains in faculty and staff compensation.

The retention rate target was 72%, and the retention rate achieved was 64%, a 2% increase over the benchmark figure of 62%. The graduation rate target was 32%, and the graduation rate achieved was 24%, a 2% increase over the benchmark figure of 22%. Although we were able to increase salaries each year, we did not accomplish our goal to bring faculty and staff salaries to benchmarked means. These goals will be incorporated into the current strategic plan cycle.

Overall, however, the campus made significant improvements in the learning environment and has become a cornerstone partner for regional development.

The 2008-2014 Strategic Plan

The Purdue University Calumet 2008-2014 Strategic Plan builds on the accomplishments of our previous plan, extending our commitments to student success, community engagement, a quality learning environment, and faculty and staff excellence. Our plan is situated within the context of our regional needs and the state of Indiana's expectations for higher education.

Mission for Purdue Calumet

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.

Our Commitment

Purdue University Calumet will:

Educate students with a strong foundation in the liberal arts and sciences, offer career-oriented programs, provide programs and services that meet regional community needs.

Strategic Vision for Purdue Calumet

Purdue Calumet commits itself to setting the high academic standards necessary for our diverse students to attain success beyond graduation – and to providing the learning environment and support that will help them achieve their goals. Above all, we support and challenge them in discovering their potential to contribute both locally and globally in a 21st century world. It is the students we serve and the creativity with which we serve them that gives value and recognition to a Purdue Calumet education.

Purdue University Calumet is committed to the educational success of a diverse student body for productive lives in the global marketplace. We will be known for:

Promoting educational excellence with a faculty committed to teaching, research, scholarship, and service;

Providing innovative, experiential, research and design opportunities for both the undergraduate and graduate student;

Improving the quality of life for the communities we serve through business, educational, cultural and civic partnerships;

Embracing the wide diversity of our stakeholders by fostering a workplace where our students, faculty, and staff feel valued.

Strategic Goals: 2008-2014

Goal I: Foster Engaged Learning

Purdue University Calumet will expand resources and partnerships to increase student opportunities to use their education for productive lives in a rapidly changing global environment and for the benefit of the communities they inhabit.

- 1.1 Fully Implement the Experiential Learning Requirement for Undergraduate Baccalaureate Students.
 1. Identify experiential learning opportunities such as internships, practica, senior design projects, study abroad, undergraduate research, service learning, and cooperative education that are tightly integrated into students' academic programs and engage students in these opportunities.

Metric: Ensure that beginning with students admitted in Fall 2008, 100% will meet the experiential learning requirement upon graduation.
Timeline: Measure progress annually.
 2. Expand graduate and undergraduate research opportunities on campus.

Metric: Increase student participation in research by 5% each year.
Timeline: Measure progress annually.
 3. Form partnerships to create sufficient numbers of work experiences, many of which will be paid, for students to satisfy their experiential learning requirements.

Metric: Develop a catalog of 300 experiential learning partners creating at minimum 900 numbers of work experiences.
Timeline: Measure progress annually.
- 1.2 Expand global engagement of our student community.
 1. Expand study abroad opportunities

Metric: Increase student participation in study abroad by at least 200%.
Timeline: Measure progress annually.
 2. Increase presence of multi-national students on campus

Metric: Increase percentage of international students to 10% of the student body with no more than 25% coming from any one country.
Timeline: Measure progress annually.
 3. Expose students to global issues in their curriculum

Metric: Create an international component for each academic program.
Timeline: Measure progress annually.
- 1.3 Create active learning environments.

Metric: Create two demonstration/interactive instructional classrooms.
Timeline: By 2011.

Goal II: Prepare an Educated Workforce and Citizenry for our Region

Purdue University Calumet will provide resources, expertise and support to aid the economic, educational, cultural and environmental vitality of our communities.

2.1 Selectively increase undergraduate enrollments.

1. Target high-achieving academically prepared students who are pursuing baccalaureate degrees.

Metric: Increase by 15% admission of targeted students.

Timeline: Measure progress annually.

2. Target new market students who fit Purdue University Calumet's geo-demographic profile.

Metric: Increase admission of students from targeted, geo-demographic markets by 30%.

Timeline: Measure progress annually.

2.2 Expand graduate enrollments.

1. Increase graduate enrollment to 15% of our student body.

Metric: Increase graduate school enrollment annually by 10%.

Timeline: Measure progress annually.

2. Develop master's level programs with distance education options.

Metric: Create 3 online Master's degree programs.

Timeline: By 2013.

3. Increase graduate student financial support.

Metric: Create 10 (.5 FTE) new graduate aid positions per year.

Timeline: Measure progress annually.

4. Develop graduate certificates in targeted areas.

Metric: Increase total enrollment in all graduate certificate programs by 100% annually.

Timeline: Measure progress annually.

- 2.3 Stimulate the creation of businesses in our region related to targeted growth areas identified by the State of Indiana: advanced manufacturing, logistics, computing technology and life sciences.

Metric: Create at least 100, new sustainable jobs through the work of the Small Business Development Center, the Entrepreneurship Center, and the Hammond Incubator.

Work toward 50% of these jobs in targeted growth areas.

Timeline: By 2013.

- 2.4 Provide professional development support and academic outreach to the Hammond Academy for Science and Technology and other professional development school sites in Northwest Indiana.

Metric: Develop the curriculum for the Hammond Academy for Science and Technology. Provide support for the school organization and staff.

Timeline: By 2010 and ongoing.

2.5 Expand career development and placement services to Purdue Alumni.

Metric: Increase alumni served by 5% annually.

Timeline: Measure progress annually.

2.6 Expand arts and cultural programming in our region.

Metric: Increase the number of arts and cultural programming activities by one each year.

Timeline: Measure progress annually.

2.7 Establish or strengthen partnerships with organizations and industry to address environmental issues.

Metric: Establish a minimum of one new environmental relationship each year of the plan.

Timeline: Measure progress annually.

Goal III: Improve Student Success

Purdue University Calumet will motivate, retain and graduate our students, most of whom manage multiple responsibilities of school, work and family.

3.1 Expand use of contemporary learning technologies to provide a variety of course and degree delivery methods.

1. Support a wide range of course and degree delivery methods to meet the needs of our multifaceted student body.

Metric: Use web-based, instructional tools in at least 60% of courses.

Timeline: By 2011.

2. Develop virtual laboratories so students may access software tools and hardware from off-campus locations.

Metric: Develop at least 3 virtual laboratory courses utilizing technology to deliver instruction off campus.

Timeline: By 2009.

3. Develop the technology infrastructure and facilities to create flexible learning spaces that attract, challenge and engage students while serving their diverse learning styles.

Metric: Develop one additional flexible learning space each year as long as a 60% utilization rate is maintained.

Timeline: Measure progress annually.

4. Make available learning support services (library, technology, tutoring,) in places where students congregate and in surroundings that encourage their use.

Metric: Establish one additional location per year in which the library, technology, and tutorial support services are co-located.

Timeline: Measure progress annually.

3.2 Establish a highly responsive and consistent advising system for Purdue Calumet students.

Metric: Standardized job descriptions for professional advisors
Advisor orientation and training program
Annual goals related to student success such as fall-to-fall retention rates;
graduation rates and implementation of retention initiatives
Assessment of student satisfaction

Timeline: By 2009

3.3 Continue to improve retention and graduation rates.

Metric: Improve student success by:
Achieving a 70% fall-to-fall retention
Achieving a 90% term-to-term persistence rate
Achieving a 30% six year graduation rate
Achieving a 51% graduation efficiency rate

Timeline: Measure progress annually.

Goal IV: Increase Support for Faculty and Staff Excellence

Purdue University Calumet will provide faculty and staff the resources and opportunities to support a full range of learning experiences for students.

4.1 Strengthen professional development, faculty research, and scholarship support structures.

Metric: 100% of untenured faculty will have an assigned tenured faculty mentor.

Timeline: By 2010.

4.2 Recruit and retain excellent faculty and staff with competitive salaries.

Metric: Maintain competitive salaries for all employee groups using established, comparative benchmarks.

Timeline: Measure progress annually.

4.3 Expand support and recognition for faculty and staff.

Metric: Increase by 10% the annual funds available for professional development/training programs, and increase recognition activities by 25%.

Timeline: By 2011.

Goal V: Develop a Vibrant Campus Community

Purdue University Calumet will provide opportunities and resources to attract and retain diverse faculty, staff, and students.

5.1 Develop flexible opportunities for student involvement in campus life.

Metric: Measure the impact of co-curricular activities on specific populations of students at PUC.

Timeline: Assess every two years.

5.2 Identify and adopt best practices in recruiting and retaining diverse student, faculty, and staff.

Metric: Increase the number of new faculty and staff hires to meet targeted Affirmative Action goals.

Timeline: Measure progress annually.

5.3 Construct a quality improvement process built around the Campus Climate survey, the Workplace Satisfaction survey, the Customer Service survey, and the Personnel Evaluation Implementation survey.

Metric: Implement the recommendations of these surveys: Campus Climate Survey, Customer Service Survey, Personnel Evaluation Survey, Faculty and Staff Satisfaction Survey, as appropriate.

Timeline: By 2013 and biannually thereafter.

5.4 Expand and improve facilities to meet the needs of faculty, staff and students.

Metric: Conduct the preliminary planning activity for each of the “first steps” projects in each Campus Master Plan and develop funding scenarios.

Timeline: By 2010.

Assessment

In addition to assessment of the specific goals articulated above for each core strategy, Purdue Calumet participates in two comprehensive assessment efforts: Academic Quality Improvement Project (AQIP) and Voluntary System of Accountability (VSA). Wherever possible, our strategic measures are integrated into these assessments systems.

AQIP: AQIP is an alternative continuous improvement accreditation process offered by the Higher Learning Commission of the North Central Association of Colleges and Schools, our regional accrediting body. Under this process, Purdue Calumet's accreditation is renewed annually, provided we engage in continuous improvement projects and document our improvement efforts in a public portfolio. Purdue Calumet has recently undergone a successful review and audit of our continuous improvement efforts. Our portfolio is available at:

<http://www.calumet.purdue.edu/aqip/portfolio.html>

VSA: The VSA is a joint project of the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges. Participation in the VSA requires publishing on the world-wide web, in a standard format, information about Purdue Calumet's demographics, cost of attendance, student success, student assessment of their educational experience and student learning outcomes. Purdue Calumet's VSA documentation is available at:

www.calumet.purdue.edu/prospective/

Peer Institutions

Purdue Calumet benchmarks its progress in comparison to a variety of peer institutions. Various peer groups are used for specific comparisons.

Current Peer Institutions:

William Patterson of New Jersey	University of North Carolina – Wilmington
University of Central Oklahoma	University of Tennessee – Chattanooga
University of Michigan – Dearborn	Kennesaw State (GA)
Kean University	University of Southern Indiana*
Southern Illinois – Edwardsville	University of Wisconsin – Platteville*

*New additions to the 2001-2007 Strategic Planning Peer Institutions. The University of Massachusetts, Boston and the University of North Carolina, Greensboro were dropped from the list of peer institutions.

Integrated Post-secondary Education Data System (IPEDS) Cohort

The National Center for Education Statistics (NCES) provides Purdue University Calumet with comparative information for 36 institutions, including the 2001-2007 Strategic Planning peers. NCES selects peers based on comparative institutional characteristics. Benchmark data covers students' headcount, race/ethnicity, gender, graduation rate, degrees awarded, financial aid allocations, and institutional expenses and salaries. Purdue University Calumet uses this benchmark information to guide progress in institutional effectiveness.

Voluntary System of Accountability (VSA) Peers

Purdue University Calumet chooses to participate in the VSA and will publish on its WEB site student and institutional information for use by prospective and current students, families, and other stakeholders. Two hundred and forty-nine institutions have elected to join the VSA, with plans to publish the following data: student characteristics, student progress and graduation success (at their own institution or a possible transfer institution), cost of attendance, academic preparation of new freshmen, faculty – student ratio, student expectations and perceptions, and student learning outcomes.

National Survey of Student Engagement (NSSE) Urban Cohort

Purdue University Calumet uses NSSE benchmark data to track students' perceptions of their academic experience at the university. In the NSSE survey of freshmen and seniors, students report on their academic experiences, including active learning, student-faculty interaction, enriching educational experiences, and the support from the campus as a whole. Students' responses are then compared to responses from students at other institutions. These comparisons include all NSSE institutions (over 700 currently), masters' level institutions, and urban institutions with somewhat similar characteristics to Purdue University Calumet. Urban institutions ask additional information about students concerning: work and family obligations, support for attending college, and financial concerns impacting academic success. Some of this NSSE benchmark data will be WEB-published through the VSA.

College and University Personnel Association (CUPA) Salary Benchmark Institutions

Purdue University Calumet commits to being competitive in recruiting and retaining excellent faculty and staff. To this end, comparative salary information for faculty is obtained from the CUPA-HR survey of 264 public masters universities in the nation. Administrative/Professional staff members' salaries are compared to those at 80 midwest public institutions and mid-level salaries are compared to 121 midwest public institutions. The peer group for clerical salaries comes from the Bureau of Labor Statistics, Occupational Employment and Wage, Gary 2005.

Implementation

Purdue University Calumet will implement this strategic plan following its approval by the Board of Trustees. The Senior Leadership Team, comprised of the Chancellor, Vice Chancellors, and Executive Assistant to the Chancellor will oversee implementation of the plan. Resource development, annual budget allocations, and reallocations will demonstrate alignment with the priorities of the strategic plan and related initiatives. These will include both recurring allocations for on-going initiatives, and nonrecurring allocations for special one-time initiatives.

Comprehensive assessment of progress on the strategic plan, including the specifically defined metrics and benchmarks for peer comparisons, will be conducted every year. The Academic Quality Improvement Program (AQIP), Purdue University Calumet's regional accreditation process through the North Central Association, requires frequent reporting on key performance indicators. Strategic Planning assessment will be a major component of AQIP reporting.

The implementation and progress assessment of the strategic plan will demonstrate transparency and commitment to accountability to all stakeholders as well as to public constituencies.

Listing of Appendices

Appendix A	Higher Education in Indiana and the Regulatory Environment
Appendix B	The Indiana Environment for Higher Education
Appendix C	The Indiana Commission for Higher Education
Appendix D	Working Student Study
Appendix E	Carnegie Communication Geo-Demography Study
Appendix F	Enrollment Trends
Appendix G	Mapping Goals and Strategies to AQIP Categories and the Higher Learning Commission Criterion
Appendix H	Comparison of Strategic Plans between Purdue University Calumet and Purdue University West Lafayette
Appendix I	Estimated Costs Projections

Appendix A

Higher Education in Indiana and the Regulatory Environment

In the face of the increasing cost of higher education for students and the state, it is important that the campus consider the efficient and effective use of its resources in formulating its strategic objectives. The campus is meeting the expectations of the Indiana Commission for Higher Education by focusing on baccalaureate and applied masters' degree programs and differentiating its mission from that of the community colleges. Purdue Calumet is also mindful of its obligation to be accountable for student outcomes.

An increasing percentage of Indiana high school graduates who earn a Core 40 or Honors diploma are expected to provide an increasing pool of potential students for the campus. The campus may also expect to benefit from Indiana's high freshman retention rate. However, the campus is concurrently challenged by Indiana students' low rate of high scores on Advanced Placement tests, the financial burden of college costs for low and middle income families, and the relatively small proportion of working age adults who enroll part-time in college.

Higher admission standards and perceived improvements in the academic quality of Purdue Calumet have also opened the campus to a growing number of students from neighboring states and from abroad. Purdue Calumet will continue to serve a limited number of excellent students from beyond our geographic region.

Appendix B

The Indiana Environment for Higher Education

The National Center for Public Policy and Higher Education issues a state-by-state report card to stimulate public efforts to improve the effectiveness and accessibility of higher education. “Measuring Up 2006” identifies the following strengths and weaknesses of higher education in Indiana:

Strengths:

- Over the past 12 years, the percentage of non-white young adults (ages 18-24) who earn a high school credential has increased from 69% to 86%.
- Over the past decade, the chance that a 9th grader will enroll in college within four years has increased, in contrast to a national decline.
- Indiana has consistently seen a very high percentage of freshmen at four-year colleges and universities return for their sophomore year.
- A large proportion of students complete certificates and degrees relative to the number enrolled.
- While a substantial gap remains between whites and non-whites in the percentage who receive a bachelor’s degree, improvement has been made on this measure over the past 12 years.

Weaknesses:

- Very low proportions of 11th and 12th graders take and score well on Advanced Placement tests, even though these proportions have more than tripled over the past 12 years.
- A small proportion of working-age adults enroll part-time in college-level education or training.
- Net college costs for low- and middle-income students at public four-year institutions represents 44% of their annual family income.
- Indiana’s investment in need-based financial aid is only fair when compared with top-performing states, although the state has increased this investment since 1992.
- Compared with other states, a small proportion of Indiana residents have a bachelor’s degree, and this weakens the state economy.

Appendix C

The Indiana Commission for Higher Education

In its policy paper, *Reaching Higher: Strategic Directions for Higher Education in Indiana*, The Indiana Commission for Higher Education (ICHE) has identified “access-to- completion” as a major goal for state colleges and universities: Indiana must aspire to dramatically improve the number and timeliness of college graduates, and become a national leader (Top 10) in retention at each grade level, on-time graduation rates, and reportable three-year (associate degree level) and six-year (baccalaureate degree level) graduation rates, and particularly in graduating at-risk and underrepresented students in higher education (achieve Top 10 status) by 2012.

ICHE proposes financial incentives for colleges and universities to improve course completion, the number of degrees awarded, and on-time graduation as well as additional funding for low-income students.

ICHE also notes that it has previously established policies to make Core 40 the required high school curriculum by 2011 and to eliminate remedial courses at four-year colleges and universities by 2011. The intent of these policies is to improve the preparation, and therefore the chances of success, of students entering four-year colleges and universities. These policies will also help differentiate the mission of four-year institutions from the mission of community colleges.

Four-year public colleges and universities in Indiana are encouraged to pursue innovative strategies to improve retention and college degree completion. As the ICHE notes, “this may require a radical shift in such areas as class scheduling, designing and delivering courses and programs, instructional delivery, recruiting students, and campus design.”

Appendix D

Working Student Study

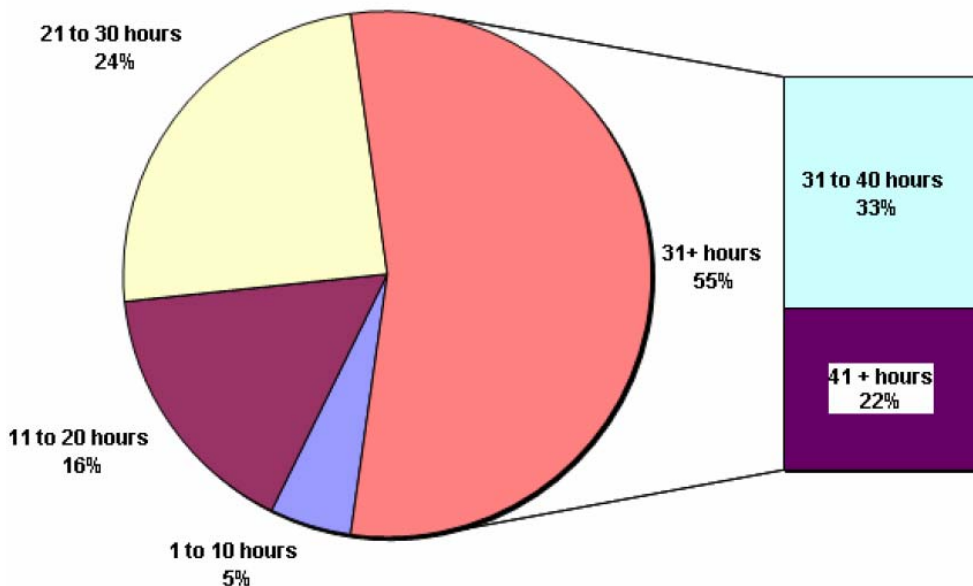
During fall semester 2005 and spring 2006 Purdue University Calumet, Indiana University Northwest (IUN) and Ivy Tech Community College, with the support of Indiana Project on Academic Success (IPAS), jointly conducted the Working and Financial Aid Among College Students Survey. The purpose of the study was to ascertain the ways in which their employment affected students' pursuit of college degrees and how these institutions could positively impact work considerations of their students.

Survey responses were matched with Student Information Systems data from the Indiana Commission for Higher Education to connect students' broad work experiences with their college enrollment characteristics.

Highlights of the Study:

- The number of students working full-time doubled between 1985 and 2000
- A majority of the employed students (56%) reported that having a job while attending college was increasing the time frame in which they planned to complete their degree
- The traditional-age students have the behavior and characteristics of non-traditional students
- Paying for non-college expenses was the most often cited reason for working, checked by 66 percent of the employed students, followed by spending money (61%) and paying debts (60%) and paying for a car (60%), 69% of students report that having a job impacts their ability to schedule their classes
- 43% of students report that they have taken fewer credit hours due to working

Average Hours Worked Each Week



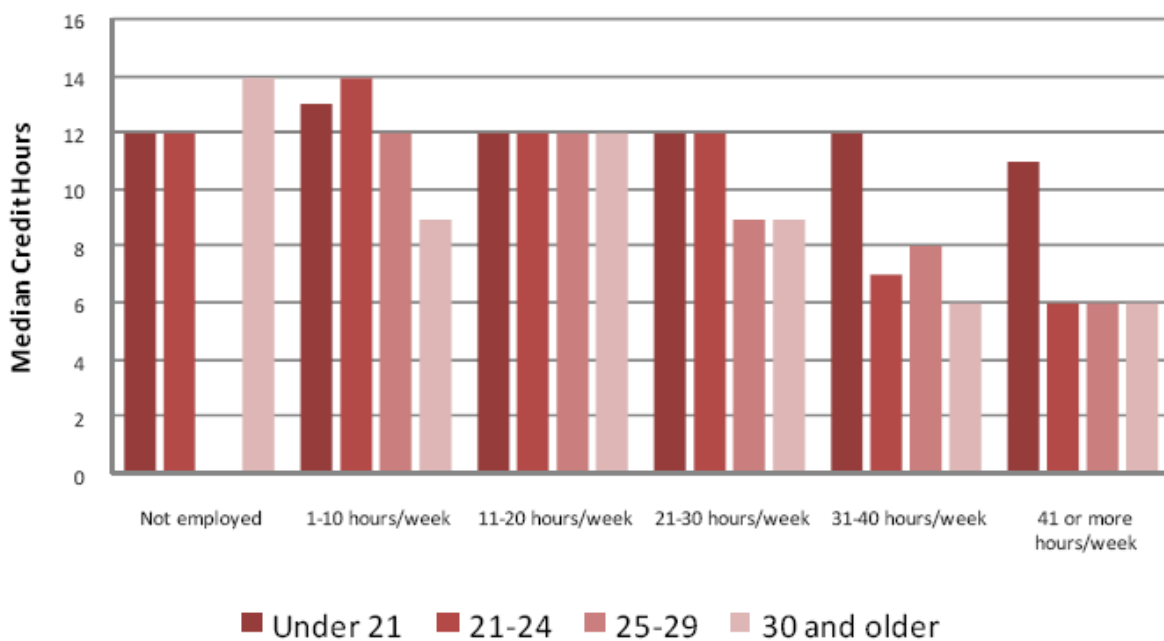
Appendix D (Cont'd)

Course Load and Work Load Patterns

Time being finite, common sense suggests that working more rather than less may require students to attempt taking fewer course credits. Moreover, depending on age, students may follow more or less traditional enrollment and employment patterns. Looking at the number of median credit hours by age group indicates that, overall, as their work hours increase students who are under 21 tend to vary less in course load than their older classmates.

In both fall 2005 and spring 2006, students under 21 who worked more than 40 hours per week took more credits than any other age group. Interestingly, there was no difference in the number of credits taken by age group for those students who reported working 11-20 hours per week.

Fall 2005—Credits Attempted by Age Group and Hours Worked



Appendix E

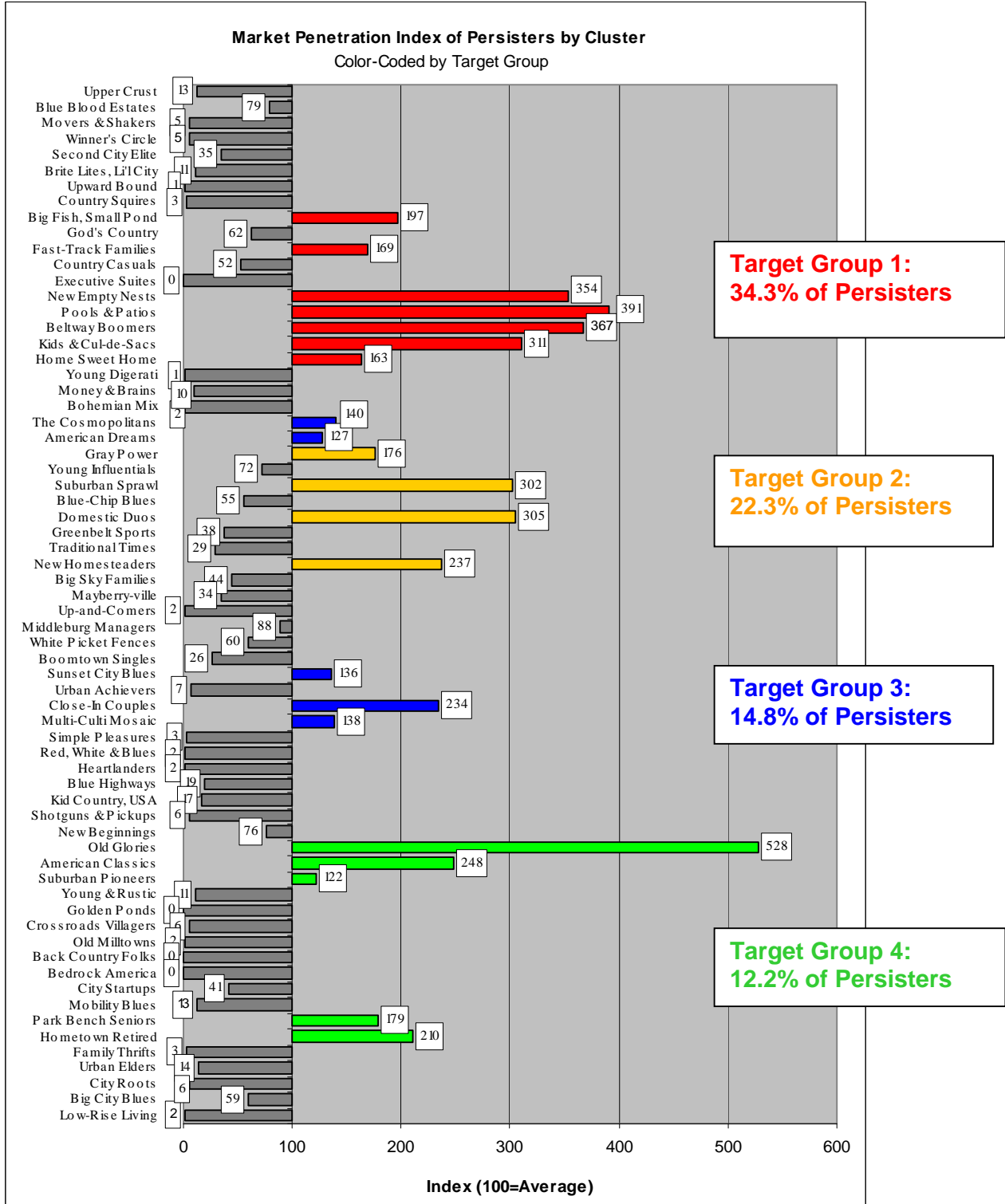
Carnegie Communication Geo-Demography Study

Purdue University Calumet supplied Carnegie with data on traditional inquirers, applicants, admitted students, matriculants and persisters for the summer 1999 to fall 2005 terms. Carnegie's research team analyzed these populations to build a profile of students most likely to attend Purdue University Calumet and then used this information to create four "target groups" (TG) for the University's recruitment efforts.

Carnegie's geodemographic analysis for Purdue University Calumet's undergraduate student study is based on the Claritas PRIZM segmentation system. This system categorizes more than 220,000 neighborhoods, or census block groups, as one of 66 different neighborhood types called "clusters" based primarily on demographic variables collected by the U.S. Census, including household income, home value, occupation, educational attainment levels, predominant adult age group, and predominant family type.

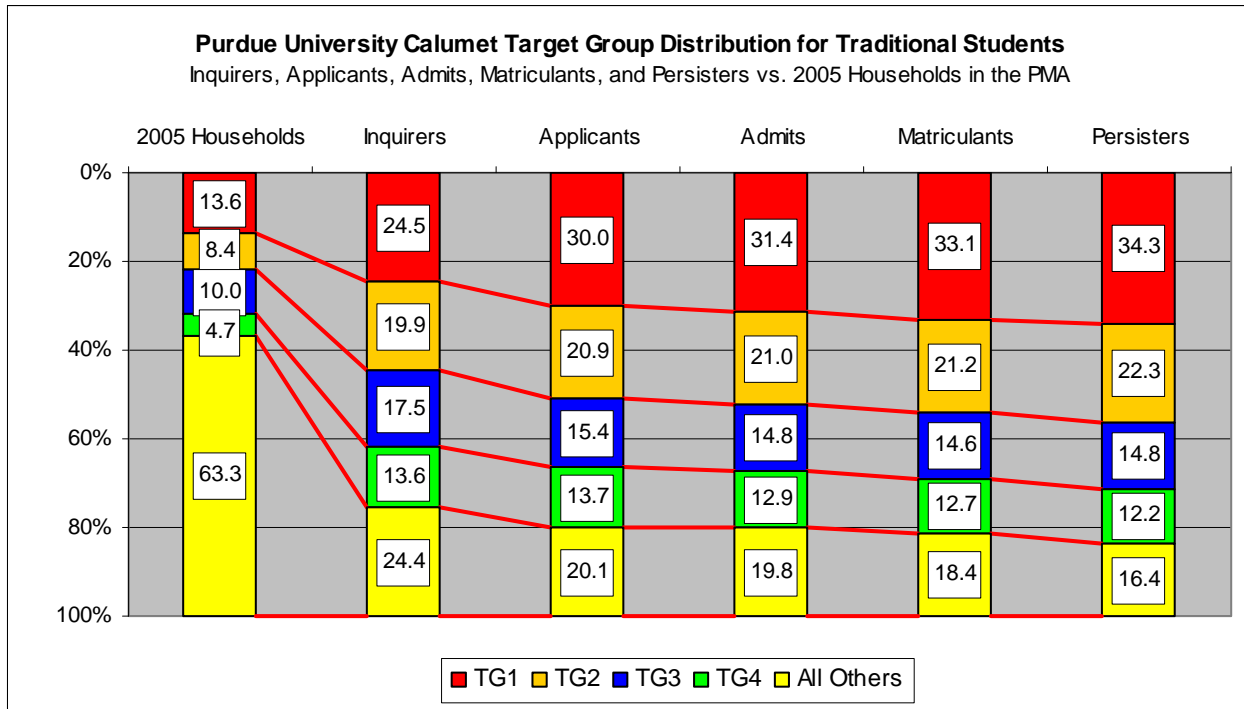
Appendix E (Cont'd)

The following chart shows in color those clusters over-represented among matriculants compared to the 150-mile primary market area (PMA). For example, there are 3.71 times as many Pools and Patios among matriculants as there among the general population in the PMA. For cost-effective recruitment strategies for segments, the 66 PRIZM clusters were collapsed into **four target groups**:



Appendix E (Cont'd)

TG1 and TG2 students have strong yields throughout the admissions funnel – from inquiry through retention. TG1 perform particularly well for the University, representing 25% of inquirers and 33-34% of matriculants and persisters, though they only represent 14% of the primary market area (PMA). Similarly, TG2 represents 20% of inquirers and 21-22% of matriculants and persisters, but only makes up 8% of households in the PMA.



Focus Group Findings - The Profile of TG 1 Students

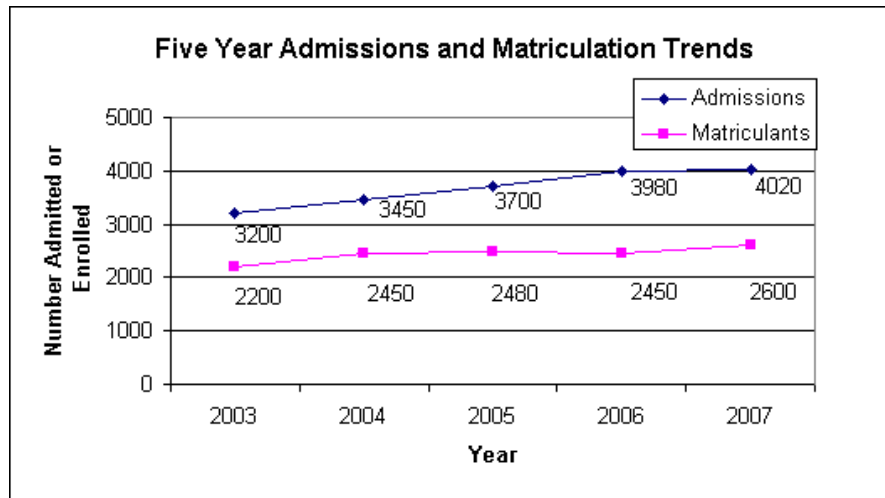
- Cost matters to them – despite their relative affluence, these TG1s are remarkably price sensitive
- ALL students are working students – even TG1 students are juggling work and school
- Hard-working, focused, no-nonsense, NOT a partier – that’s the description of a successful TG1 student
- Purdue University Calumet is a great educational experience – these students believe they are getting a good education, they are being taught by solid or better faculty, they appreciate the small classrooms – ‘a private school education at a public school price’
- The student body is diverse, but linked by common focus on work – traditional and non-traditional students (they learn from each other)
- Do not fit the profile of traditional students due to work and other responsibilities
- For non-traditional, adult students, PUC is a natural choice: convenience and low cost

Appendix F

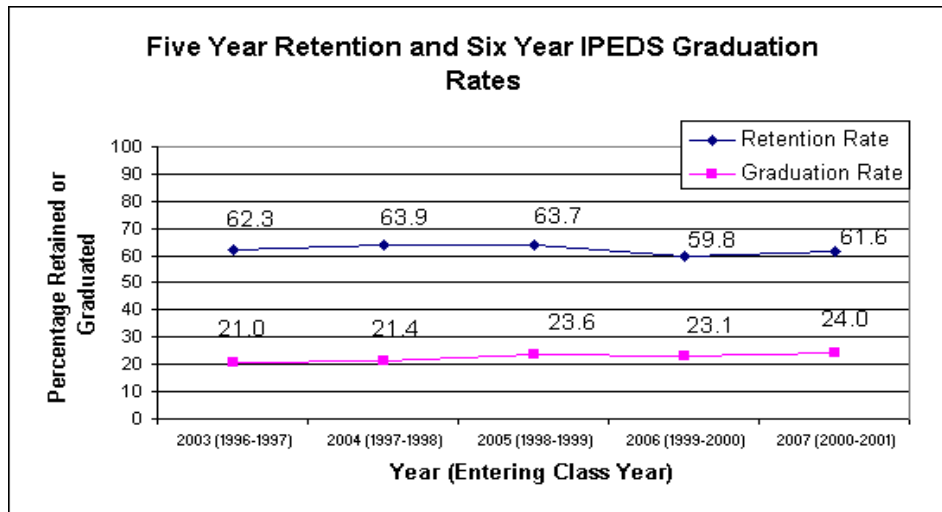
Enrollment Trends

Overall, enrollment is trending upward at PUC. Enrollment has grown 5.2% from Fall 2003 to Fall 2007. The campus is projecting growth of approximately 2% per year.

	Admissions	Matriculants
2003	3200	2200
2004	3450	2450
2005	3700	2480
2006	3980	2450
2007	4020	2600



	Retention Rate	Graduation Rate
2003 (1996 – 1997)	62.3	21.0
2004 (1997 – 1998)	63.9	21.4
2005 (1998 – 1999)	63.7	23.6
2006 (1999 – 2000)	59.8	23.1
2007 (2000 – 2001)	61.6	24.0



Appendix G

Purdue University Calumet Strategic Plan 2008-2013 Mapping Goals and Strategies to AQIP Categories and the Higher Learning Commission Criterion

Goal I: Engaged Learning	AQIP Category¹ (1-9)	Higher Learning Commission Criteria (1-5)²
<i>Purdue University Calumet will expand resources and partnerships to increase student opportunities for them to use their education for the benefit of our communities.</i>	#1 Helping Students Learn #2 Accomplishing Other Distinctive Objectives #3 Understanding Students' and Stakeholders' Needs #9 Building Collaborative Relationships	Criterion One: Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students. Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
1. Implement the Experiential Learning Requirement for Undergraduate Baccalaureate Students	#1 Helping Students Learn #3 Understanding Students' and Stakeholders' Needs #6 Supporting Institutional Operations	Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission. Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
2. Expand graduate enrollments through community need-based program development, graduate certificates, increased financial support, and distance education.	#1 Helping Students Learn #3 Understanding Students' and Stakeholders' Needs #9 Building Collaborative Relationships	Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
Goal II: A Community Resource		
<i>Purdue University Calumet will provide resources, expertise and support to improve the economic, educational, cultural and environmental vitality of our communities.</i>	#2 Accomplishing Other Distinctive Objectives #3 Understanding Students' and Stakeholders' Needs #9 Building Collaborative Relationships	Criterion Two: Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

¹ www.aqip.org: AQIP categories and related questions are included in Systems Portfolio directions

² www.hlc.org: Higher Learning Commission Institutional Accreditation: An Overview

Appendix G (Cont'd)

<p>1. <i>Purdue Calumet will help stimulate the creation of businesses in our region related to targeted growth areas identified by the State of Indiana: advanced manufacturing, logistics, computing technology and life sciences.</i></p>	<p>#2 Accomplishing Other Distinctive Objectives</p> <p>#3 Understanding Students' and Stakeholders' Needs</p> <p>#9 Building Collaborative Relationships</p>	<p>Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.</p>
<p>2. <i>Purdue Calumet will provide professional development support and academic outreach to the Hammond Academy for Science and Technology, a science and technology focused middle and high school charter school, to raise the quality of education in our region and, ultimately, to improve the preparation of students who will attend and graduate from Purdue Calumet.</i></p>	<p>#1 Helping Students Learning</p> <p>#2 Accomplishing Other Distinctive Objectives</p> <p>#9 Building Collaborative Relationships</p>	<p>Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.</p>
<p>3. <i>Purdue Calumet will continue to provide, and substantially expand, opportunities to feature the many and diverse cultural groups in our region.</i></p>	<p>#2 Accomplishing Other Distinctive Objectives</p> <p>#9 Building Collaborative Relationships</p>	<p>Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.</p>
<ul style="list-style-type: none"> • <i>Building Community Through the Arts</i> 		
<ul style="list-style-type: none"> • <i>Lecture and Film Series</i> 		
<ul style="list-style-type: none"> • <i>Partnership with Towle Theatre and other arts organizations</i> 		
<p>4. <i>Purdue Calumet will strengthen its partnership with Chicago Wilderness to establish the Calumet Higher Education Regional Consortium for environmental education which will address environmental policy matters.</i></p>	<p>#2 Accomplishing Other Distinctive Objectives</p> <p>#9 Building Collaborative Relationships</p>	<p>Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.</p>
<p>Goal III: Meeting Student Needs</p>		
<p><i>Purdue University Calumet will support our diverse student body in meeting their multiple responsibilities of school, work and family.</i></p>	<p>#1 Helping Students Learn</p> <p>#2 Understanding Students' and Stakeholders' Needs</p>	<p>Criterion Two: Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.</p>

Appendix G (Cont'd)

1. Employ contemporary learning technologies to provide a variety of course and degree delivery methods.	#1 Helping Students Learn	Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
2. Establish a highly responsive and consistent advising system for Purdue Calumet.	#1 Helping Students Learn #3 Understanding Students' and Stakeholders' Needs #6 Supporting Institutional Operations	Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
3. Develop flexible opportunities for student involvement in campus life.	#1 Helping Students Learn #3 Understanding Students' and Stakeholders' Needs #6 Supporting Institutional Operations	Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Goal IV: Faculty and Staff Quality		
<i>Purdue University Calumet will provide faculty and staff the resources and opportunities to support a full range of excellent learning experiences for students.</i>	#4 Valuing People #5 Leading and Communicating	Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
1. Strengthen professional development and support faculty scholarship.	#4 Valuing People #5 Leading and Communicating	Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
2. Retain and recruit excellent faculty and staff with competitive salaries.	#4 Valuing People	
Goal V: Valuing People		
<i>Purdue University Calumet will be a workplace that provides opportunities and resources to attract and retain diverse faculty, staff, and students.</i>	#4 Valuing People	
1. Expand support and recognition for faculty and staff by increasing fee remissions, merit-based programs, and opportunities for off-site training	#4 Valuing People	
2. Expand compensations for students by increasing the number of student employment opportunities.	#1 Helping Students Learn #3 Understanding Students' and Stakeholders' Needs #6 Supporting Institutional Operations	

Appendix H

Purdue University Calumet
Regional Campus Representative to
Strategic Planning, Purdue University West Lafayette

Comparison of Strategic Plans between Purdue University Calumet and Purdue University West Lafayette

Purdue University Calumet	Purdue University West Lafayette
<p>Mission</p> <p>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.</p> <p><i>Note:</i> The Kellogg Commission redefined the land grant mission in a series of reports, <u>Returning to Our Roots</u> (1997-2001). In the 21st Century, land-grant institutions define their communities and service to these communities in many different ways, as evidenced by these two missions.</p>	<p>Mission</p> <p>Purdue University West Lafayette serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge.</p>
<p>Strategic Vision</p> <p>Purdue University Calumet commits itself to setting high academic standards necessary for our diverse students to attain success beyond graduation – and to providing the learning environment and support that will help them achieve their goals. Above all, we support and challenge them in discovering their potential to contribute both locally and globally in a 21st century world. It is the students we serve and the creativity with which we serve them that gives value and recognition to a Purdue Calumet education.</p>	<p>Vision</p> <p>Purdue University will set the pace for new interdisciplinary synergies that serve citizens world-wide with profound scientific, technological, social, and humanitarian impact on advancing societal prosperity and quality of life.</p>

Appendix H (Cont'd)

<p>Strategic Goals</p> <p>Goal I: Foster Engaged Learning Purdue University Calumet will expand resources and partnerships to increase student opportunities to use their education for productive lives in a rapidly changing global environment and for the benefit of the communities they inhabit.</p>	<p>Strategic Goals</p> <p>Goal: Launching Tomorrow's Leaders Promote excellence in learning experiences and outcomes, fostering intellectual, professional, and personal development to prepare learners for life and careers in a dynamic, global society.</p>
<p>Goal II: Prepare an Educated Workforce and Citizenry for our Region</p> <p>Purdue University Calumet will provide resources, expertise and support to aid the economic, educational, cultural, and environmental vitality of our communities.</p>	<p>Goal: Meeting Global Challenge</p> <p>Address the critical needs of society, and catalyze economic development and entrepreneurship consistent with a land-grant research university of the 21st Century with global impact.</p>
<p>Goal III: Improve Student Success</p> <p>Purdue University Calumet will motivate, retain and graduate our students, most of whom manage multiple responsibilities of school, work and family.</p> <p>3.1 Expand use of contemporary learning technologies to provide a variety of course and design delivery methods (excerpts from list) -- range of course and degree delivery methods --virtual laboratories --technology infrastructure and facilities --learning support services</p>	<p>Goal: Launching Tomorrow's Leaders and Strategies: Sustainability (excerpts from list)</p> <p>Develop a functional and aesthetic campus design that highlights Purdue's history and traditions; recognizes successful living, learning and laboratory spaces; fosters accessibility, way-finding, and student engagement through learning spaces; and promotes interactions between students, faculty, staff, administration, and the greater community.</p>
<p>Goal IV: Increase Support for Faculty and Staff Excellence</p> <p>Purdue University Calumet will provide faculty and staff the resources and opportunities to support a full range of learning opportunities for students.</p>	<p>Strategies Common to All Goals: Talent, Culture, Enrichment (excerpts from list)</p> <p>Enhance the talents of faculty and staff Foster a more diverse and inclusive community. Oversee the responsiveness to a campus workplace quality of life.</p>
<p>Goal V: Develop a Vibrant Campus Community</p> <p>Purdue University Calumet will provide opportunities and resources to attract and retain diverse faculty, staff, and students.</p>	<p>Strategies Common to All Goals: Talent, Culture, Enrichment (excerpts from list)</p> <p>Enhance the talents of faculty and staff Foster a more diverse and inclusive community. Oversee the responsiveness to a campus work workplace quality of life.</p>

Appendix I

Purdue University Calumet Strategic Plan 2008-2014 Estimated Cost Projections

Goal	Activity	Recurring Funds Annual	Non-recurring Funds (Internal) Life of Plan	Non-recurring Funds (External) Life of Plan	Total Recurring	Total Non-recurring
<i>Goal 1</i>	<i>Foster Engaged Learning</i>				<i>\$520,000</i>	<i>\$3,141,000</i>
1.1	Experiential Learning	\$300,000	\$16,000	\$1,800,000		
1.2	Global engagement	\$220,000	\$175,000	\$1,000,000		
1.3	Active learning environment		\$150,000			
<i>Goal 2</i>	<i>Prepare an Educated Workforce and Citizenry for our Region</i>				<i>\$540,000</i>	<i>\$620,000</i>
2.1	Increase undergraduate enrollment	\$250,000	\$550,000			
2.2	Expand graduate enrollment	\$80,000	\$55,000	\$150,000		
2.3	Economic development partnerships	NA				
2.4	K-12 improvement Hammond Urban Academy	NA		\$450,000		
2.5	Career development/placement for graduates	\$150,000	\$30,000			
2.6	Arts and culture	\$60,000		\$20,000		
2.7	Environmental partnerships	NA		Revenue positive		
<i>Goal 3</i>	<i>Improve Student Success</i>				<i>\$420,000</i>	<i>\$2,225,000</i>
3.1	Contemporary learning technologies	\$120,000	\$1,200,000	\$1,000,000		
3.2	Advising	\$300,000	\$25,000			
3.3	Improve retention and graduation	Incorporated above				
<i>Goal 4</i>	<i>Increase Support for Faculty and Staff Excellence</i>				<i>\$1,785,000</i>	<i>\$2,300,000</i>
4.1	Professional development	\$250,000		\$300,000		
4.2	Faculty/staff recruitment and retention	\$1,500,000		\$2,000,000		
4.3	Recognition programs	\$35,000				
<i>Goal 5</i>	<i>Develop a Vibrant Campus Community</i>				<i>\$2,725,000</i>	<i>\$86,150,000</i>
5.1	Student involvement in campus life	\$140,000		\$600,000		
5.2	Diversity	\$185,000				
5.3	Campus climate quality improvement		\$150,000			
5.4	Facilities expansion	\$2,400,000	\$26,000,000	\$60,000,000		
TOTAL					<i>\$5,990,000</i>	<i>\$94,436,000</i>

Notes:

Recurring funds are allocated/reallocated at about \$1,200,000/year. This is somewhat greater than our average allocation/reallocation to the strategic plan over the past several years.

Non-recurring external funds estimates include about \$20,000,000 for Phase 2 Student Housing, \$26,000,000 for the Emerging Technologies Building, \$20,000,000 for the Library Addition, \$5,000,000 for the Student Center Addition and \$10,000,000 for landscaping.