

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Purdue University

West Lafayette, IN

3/24/2010

Date of Visit

1204

Visit Number

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

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ASSURANCE SECTION

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

This is a comprehensive visit for continued accreditation. No changes are requested.

B. Organizational Context

Indiana's General Assembly voted to participate in the Land Grant plan and, in 1869, located the state's land grant college near Lafayette. With a \$150,000 gift from local businessman John Purdue, \$50,000 from Tippecanoe County, and 100 acres of land from local residents, the legislature established a new institution, Purdue University. The first official semester of classes began at Purdue, on September 16, 1874. Purdue University has since evolved into one of the top 20 largest universities in the nation with the main campus in West Lafayette. Expanded from its historical strengths in engineering and agriculture, Purdue now offers 7,400 courses in more than 500 undergraduate majors and specializations across its 10 colleges and schools. While undergraduate enrollment in engineering has traditionally been the largest on campus, enrollment in liberal arts has grown to rank first, reflecting a significant change over time in the breadth of undergraduate academic program offerings and opportunities for students. Programs of graduate study leading to advanced degrees fall under the authority of the Graduate School.

Purdue received its most recent comprehensive review in November 1999. In addition, all of Purdue's professional programs have the appropriate professional accreditation. This organization grants programs at many levels with Pre-Assoc (22), Baccalaureate (301), Certificates (2), Master (67), Specialist (2), 1st Prof (7), and Doctor (68) according to the current Evaluation Summary Sheet.

C. Unique Aspects of Visit

None were noted.

D. Sites or Branch Campuses Visited

There were none.

E. Distance Education Reviewed

None.

F. Interactions with Constituencies

Group meetings and lunch meetings were held with approximately 10 students, 10 staff and 20 faculty attending. Many individuals were interviewed by the Team and are listed here in alphabetical order by position title.

Assistant and/or Associate Directors for Athletics, Global Engagement and Outreach, Industry Relations, Facilities and others

Assistant and/or Associate Deans for Academic Affairs, Activities/Organizations, Agriculture, Consumer & Family Sciences, Education, Engagement, Engineering, Pharmacy, Nursing, & Health Sciences, Technology, Graduate Education,

Interdisciplinary Programs, International Programs, Liberal Arts, Statewide Technology, Science, Research, Strategic Planning, Students and others

Assistant and /or Associate Directors, Academic Excellence, Agriculture, Athletics, Discovery Park, Institutional Research, Marketing/Ticketing, Technology, University Honors Program and others

Assistant and Associate Vice Presidents for Corporate and Foundation Relations, Enrollment Management, External Relations, Industry Research and others

Deans of Admissions, Agriculture, Consumer and Family Sciences, Continuing Education & Conferences, Graduate School, Pharmacy, Nursing & Health Sciences and others

Directors of over 30 units throughout Purdue

Executive Director and Chief Executive Officer, Purdue Alumni Association

Executive Directors of I-STEM Resource Network, Strategic Planning and Assessment, Discovery Park

Executive Vice President for Business and Finance

Faculty leaders, Chair and Vice Chair of the University Senate, and Chairs of various Senate committees

General Manager, First Street Towers Residence Hall

Heads of many academic departments

Managers of International Programs, Continuing and Distance Education Learning Center, Employer Relations for Human Resource Services, Center for Discovery and Learning Research and others

President

Provost

Senior Vice President, Treasurer and Chief Operating Officer

Senior Associate Athletics Director - Sports/Development

Strategic Planning Chair, Co-chair and Committee

University Architect

Vice Presidents for Ethics and Compliance, Housing and Food Services, Human Resource Services Marketing and Media, Physical Facilities, Research, Real Estate & Research Park Student, Services

Vice Provosts for Academic Affairs, Engagement, Diversity

G. Principal Documents, Materials, and Web Pages Reviewed

Accreditation History with 1999 Institutional Self-Study, NCA Feedback Report

Accrediting reports from other agencies: including Colleges of Agriculture, Education, Engineering, Pharmacy, Nursing, & Health Sciences and School of Veterinary Medicine

Annual Reports of Sponsored Program Activities

Athletic Compliance

Budgets and expenditure reports and audits for units, programs and the organization, including Financial Statements and State Budget Request 2009-2011; Operation highlights 10/09/08

Bylaws of faculty and staff assemblies

Campus climate study

Carnegie Foundation 2008 application for Community Engagement Classification

Compliance with HIPAA Privacy Regulations

Constitution and listings of Committees for Colleges of Consumer & Family Sciences, Education, Engineering, Liberal Arts, Krannert School of Management, Pharmacy, Nursing, and Health Sciences, Science, Technology, Veterinary Medicine and Constitution of Libraries

Cumulative Data Report Fall 2008/Spring 2009

Discovery Park documents and Undergraduate Research Internship Program

Diversity Assessment, 2006-07: Executive Report

Enrollment Management - Enrollment Data: Ten-Year Trends and The Pipeline: SAT-Tested Indiana HS Graduates

Governance documents: charter, bylaws, policies, membership, minutes, reports

Graduate Students Learning Outcomes Survey

Grievance Policy for Administrative/Professional and Clerical/ Service Staff Members and for Academic Personnel

Handbooks; Faculty, student, and staff

Maintenance Plans for Academic/Administrative Buildings

Minority Engineering, Science, and Technology ABC's – Academic Boot Camp, Minority Engineering Program

Minutes of major organizational committees, including self-study committee, Faculty and Administrative Committees, University Senate, Graduate Council, Board of Trustees

National Survey of Student Engagement

PhD dissertations (2 to 5 from each college)

Physical facilities master plan

Policies and procedures related to curriculum adoption, review, and evaluation, such as Curriculum Crossover

Policies on learning resources, including libraries, and formal agreements for the shared use of learning resources

Policies related to the employment, orientation, supervision, and evaluation of full-time faculty, part-time faculty, and teaching assistants

Policy for Academic Admission for Undergraduate and Graduate School

Policies on Research Compliance in Office of the VP for Research; Intellectual Property, Research Misconduct and so on

Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals

Reports referenced in the self-study report or used by the working committees

Signals — Stoplights for Student Success

Strategic Plans: Graduate School (2010-2015), College of Technology (2009-2014), Faculty Positions/Minority Hires by Authorized Allocation Year, Continuing Education and Conferences (2009-2014), Dashboard Progress Reports, (2008–2014), College of Engineering

Strategic Plan: New Synergies and Progress Report BOT Dec 2009

Strategic Plan: The Next Level: Preeminence, 2001 — 2006

Student Disability Grievance Procedure

Student service policies (residence, governance, health, financial aid, student records) and the refund policy

Third party comment notices

Title III compliance and recertification documents

Websites including Reaccreditation, Colleges/Schools, BALOTS assessment, Study Abroad, Diversity Resource Office, Office of Technology Commercialization, Purdue Research Foundation, Purdue Research Park

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

Purdue chose to organize the Self-Study associated with the five accreditation criteria, writing to discuss the evidence that the institution acts to serve its primary mission. This mission has evolved over time with various strategic plans and is now stated as "Purdue University 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."

This approach was seen as appropriate for its distinctive characteristic as an enterprise whose mission is expressed throughout as learning, discovery, and engagement. This is reinforced by the focus chosen for the Special Emphasis. In addition a Special Emphasis of Synergies Across the Disciplines was selected.

Strategic planning is ongoing at Purdue so that the Self-Study fit naturally within their activity since the last Accreditation visit. In November 2001, the Purdue Board of Trustees approved the plan entitled "The Next Level: Preeminence" that ushered in a new, pervasive culture of strategic thinking, planning, actions, assessment and accountability. This plan was in effect for seven years and was succeeded by the new strategic plan "New Synergies" on the arrival of the new President in 2007. The accreditation Self Study process began in Fall 2007 led by the Vice Provost for Academic Affairs with the co-chair, Dean of Continuing Education and Conferences. A Steering Committee and six subcommittees initiated planning for the Self-Study process. Each subcommittee focused on one of the five Criteria for Accreditation and the Special Emphasis and had members from across the university including student representation. The goal of this process was two-fold: first a retrospective and secondly to look ahead. The Steering Committee used a wide range of data and sought participation from all stakeholder categories, and the openness of the process provides a high level of confidence in Purdue's inclusive Self-Study process. Some committee members are themselves HLC consultant-evaluators and this expertise was valuable at every step of this Comprehensive Evaluation.

B. Integrity of the Self-Study Report

The Report was excellent in terms of accuracy, validity, and credibility; its value to the organization in supporting continued improvement is appreciated at Purdue; and it is apparent that the Self Study process was internalized and of use not only in providing evidence to demonstrate fulfillment of the Criteria and Core but also to foster future success of this university. The Team considered this Self Study to be exemplary in every way and to be one of the best they have seen in recent years.

The Report is organized under the five criteria each of which was well written but a final integration among them is cursory. However, to some extent the Special Emphasis integrates the process as a whole. The Self-Study Report has a nice mix of charts, data and anecdotes to provide evidence for the statements being made and issues being addressed. Thus, the Self-Study has extracted quantitative or specific information from the large number of documents in support of the claims being made.

C. Adequacy of Progress in Addressing Previously Identified Challenges

There were no monitoring, contingency, or progress reports required by the previous Team or by the Commission staff arising from previous visits. The Team evaluated the organization's efforts to address challenges previously identified in the last comprehensive review. Many challenges have been satisfactorily resolved or are no longer relevant. Planning for Assessment and Diversity remain challenges but good work is ongoing.

The Team considers the response of the organization to previously identified challenges to be adequate, and the Team appreciated the clarity with which the response to previous advice was described in the Self-Study.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The Team verified that third-party comments were solicited, and that the appropriate notification of the evaluation visit was made. No concerns were raised. Requirements were fulfilled.

III. FULFILLMENT OF THE CRITERIA

A. 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.

1. Evidence that Core Components are met:

Since its last accreditation visit, Purdue University has engaged in two impressively thorough, highly participatory processes of strategic planning (The Next Level: Preeminence and New Synergies). Both of these plans included a mission statement that was integral to the plan's goals and priorities. As such, the strategic plan and mission are viewed as synonymous and mutually reinforcing. The current mission included in the New Synergies plan has guided the institution more purposefully toward new levels of success in learning, discovery, and engagement while maintaining the institution's longstanding commitment to being a land grant research university. The process of developing the mission was built on shared governance concepts integrating input from all constituents. Not only did the university appoint a representative steering committee to oversee its creation, but also numerous open forums, white papers, and working groups were instituted to develop and hone the emphases, contained in the mission. The mission reflects the institution's sensitivity to the challenges facing the 21st century, changing nature of knowledge, the growing diversity of learners, and the expanding public it serves. The University assures that all personnel and units pursue integrity through a sound organizational structure and various policies and procedures that analyze and evaluate people and policies. The Team noted, however, that although there was widespread understanding of the core values of the institutional mission; the mission statement itself might be made far more visible in key areas of the University's communication.

Purdue University subscribes to a shared governance model which clearly serves the faculty, staff, students and public well. A statewide governing board, the Indiana Commission for Higher Education, works with Purdue's Board of Trustees to ensure a high quality education for all Indiana students. The members of the Board regularly interact with the President and other administrators, staff, faculty and students to establish and guide University policy. The members of the President's cabinet, leaders of the Academic Affairs, University Senate, Administrative and

Professional Staff Advisory Committee (APSAC), and Purdue Student Government (PSG) all have clear areas of responsibility. Transparency and accountability are also ensured through annual dashboard progress reports and other governance reporting measures. Key events, decisions and policies are published in the University newspaper, Inside Purdue, as well as an electronic newsletter, Purdue Today. In the review Team's discussion with constituent groups, it was evident that faculty, staff and students are pleased that the central administration invites their input on key issues and includes them in governance processes.

2. Evidence that one or more specified Core Components need organizational attention:

To further promote a shared understanding for the three emphases of its mission—learning, discovery and engagement—the Team would urge the University to continue the orientation sessions for all newly hired faculty and to strengthen outreach for all others. Purdue needs to continue working on maximizing new synergies across colleges through elimination of existing barriers, new organizational structures and additional incentives and rewards. Although the institution has made significant strides in becoming more student-centered—e.g., by promoting diversity as an important educational resource (including increasing the number of women in high level administrative positions by 157 percent and by seeking and attaining an all-time high student retention rate in 2008-2009)—the institution should remain vigilant in articulating clear goals related to diversity and establishing accountability measures. Despite these minor issues, it is clear that Purdue operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

3. Evidence that one or more specified Core Components require Commission follow-up:

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up (Sanction or adverse action may be warranted.):

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

B. 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. Evidence that Core Components are met:

Purdue has allocated resources and modified processes to improve the quality of the educational experience and to respond more effectively to future opportunities and challenges relative to its mission. The investment in new faculty lines, the creation and investment in Discovery Park, the expectations for strengthening of incoming student preparation, improvements in organizational structure, and other related improvements in student success and faculty rewards have demonstrated the alignment of organizational resources and efforts to strengthen institutional effectiveness and fulfill its mission. At the same time, there is strong evidence that state support may decline or be significantly limited in the future, that deferred maintenance challenges will continue, and that funding for future investments in faculty and staff development will be difficult to identify. Evidence suggests the need to identify further efficiencies which will allow for the redirection of resources to higher priorities and to manage available resources will be critical for the campus to fulfill its strategic plan. Purdue's success at managing and expanding its resource base over the past decade and the strong planning environment in which fiscal management takes place gives the Team confidence that Purdue will be able to address these current challenges successfully.

Two major planning activities have taken place since the last HLC visit, as evidenced by its 2001-2007 and 2008-2014 planning documents. The development of the strategic plan, *New Synergies*, for the period 2008-2014, demonstrates the institution's commitment to planning based on the environment conditions in which it operates. The three goals in the plan - *Launching Tomorrow's Leaders*, *Discovery with Delivery*, and *Meeting Global Challenges* – all address future issues of significance. This plan is based on the work accomplished through the 2001-07 plan *The Next Level: Preeminence* and was developed through a highly participatory process both on and off campus. To ensure the necessary resource base for carrying out its plan and to counter a decrease in the percentage of its budget funded by the state, the institution has significantly increased its endowment (by 37%), its funding from extramural sources (82%), gifts (182%), and tuition and fees since 2000. This progress addresses one of the areas of concern identified in its 1999 accreditation review.

The *New Synergies* strategic plan calls for assessment of the specific activities. An annual report makes comparisons on a wide range of measures with its group of eight "aspirational" universities as well as other Big 10 institutions. Such attention to the measurement and assessment of progress internally and with the Board of Trustees is keeping the campus focused on what must be done to succeed. Such assessment and attention to monitoring progress is being well done at Purdue.

The most recent Facilities Master plan has integrated the three goals of the Strategic Plan – *New Synergies* to provide clear direction for campus and community development. Collaboration with the state, the Department of Transportation and the Cities of Lafayette and West Lafayette means that the university's plan to develop a vibrant campus

with living environment for their students and employees will be on track. A meeting with community members highlighted that the "town & gown" relationship is very good with many of the university employees participating in the cities' development committees

While deferred maintenance continues to be a concern for Purdue, the Department of Physical Facilities has implemented a priority plan that identifies the most critical problems. A recent allocation of funding from the American Recovery and Reinvestment Act and ongoing student fee revenues will address some of the backlog of deferred maintenance. A viable fiscal plan to correct all deficiencies remains on senior leadership's agenda for resolution.

A strength found within Purdue is the 'annual reallocation process to realign at least two percent of their budgets towards the strategic initiatives outlined in the plan.' This alignment of the budget of all University units with the strategic plan is certainly an excellent way of ensuring that the University as a whole is moving in the right direction. And although state appropriations diminished from 29% of the University's total budget in 1999 to only 19% in 2007, Purdue has been able to increase its external funding from \$190M in 2000 to \$328M in 2009, a commendable accomplishment. An example of matching expenditures to mission is found over the last ten years by the increased funding for instruction and research of 57%, academic support of 48%, and student financial aid of 146%.

With regard to the goal to meet global challenges Purdue is being strategic in the development of international partnerships such as Tsinghua University in Beijing. The 2010-2015 Strategic Plan of the Graduate School includes goals to provide better non-academic support for the graduate students but also to collaborate with departments in the offering of more master's and professional degree programs. Another goal in this plan is to encourage the adoption of alternative deliveries of graduate programs.

The Team concludes that Purdue has processes in place to allocate or reallocate resources and to evaluate effectiveness and that they will find the way to respond to future challenges and opportunities. What exists as the greatest challenge in this area is the necessity to communicate clearly, concisely and in a timely manner to all constituencies. There is confidence and trust which will be at risk if communication is not handled well as Purdue ventures into resource allocation under more difficult times than the institution has experienced in recent memory. An active and engaged community (faculty, students and staff) wish to be supportive in the advancement of Purdue's Strategic Plan. A committed and engaged Board of Trustees recognizes the new fiscal realities and also wishes to advance Purdue. Clear communication in a transparent manner is key to effective leadership and management.

2. **Evidence that one or more specified Core Components need organizational attention:**
None.
3. **Evidence that one or more specified Core Components require Commission follow-up:**
None.
4. **Evidence that one or more specified Core Components are not met and require Commission follow-up (Sanction or adverse action may be warranted.):**
None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

C. 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.

1. Evidence that Core Components are met:

The review team recognizes and applauds the University for joining the HLC Academy of Assessment. Conversation with the new campus-wide director of assessment revealed a vision for assessment consistent with Higher Learning Commission criteria and a shared leadership commitment to keep the campus focused on the importance of assessment. Initial offering of grants to enhance course assessment generated 35 applicants and eight awards totaling \$25,000. These are good signs of the intentions of Purdue to address concerns about University-wide assessment.

A review of the student learning initiatives implemented by the University since the 1999 accreditation review revealed significant progress in documenting assessment outcomes through the creation and use of BALOTS, the Boiler Accreditation & Learning Outcomes Tracking Site. Beginning in 2010, the University requires that all proposals for new undergraduate courses or course revisions include learning outcomes. Conversations with faculty and students confirmed that the University has a strong commitment to student learning through academics and service learning. The University values and recognizes contributions to the learning mission as a part of the annual review process for instructional faculty and staff and through the promotion and tenure review process for faculty. The University's commitment to creating effective learning environments is evidenced by the range of programs to support its student populations including such programs and activities as the revamped summer orientation program, the curricular cohesion present in the Learning Communities program, and the Honor Circle of faculty that counsels Honors students. The University has adopted Blackboard Vista

as the online learning management system and provides training and support through Information Technology at Purdue (ITaP). ITaP has developed a centralized Customer Support Center to streamline requests for assistance and to provide a single point of contact for students, faculty and staff.

The University values and promotes effective teaching as evidenced by the activities and efforts of the Center for Instructional Excellence, which is an affiliate member of the Carnegie Academy for the Scholarship of Teaching and Learning; the creation of the Teaching Academy to provide master teacher leadership to enhance the quality of teaching and learning across the University; and by the sponsorship of numerous awards and programs to raise the visibility and focus on effective and exemplary teaching. The University supports efforts to prepare graduate students as effective teachers as evidenced by the provost establishment and appointment of faculty to the Committee for Education of Teaching Assistants (CETA) to provide mentorship and teaching performance feedback to graduate students. The University supports new faculty professional development including teaching as evidenced by responding to their requests to focus new faculty orientation more on teaching and by offering follow up workshops on areas such as teaching pedagogy and course/instructor evaluation.

The University has made significant progress establishing core competencies in academic programs. For example, there are planning efforts by the University Senate core curriculum task force towards creation of an undergraduate core curriculum that is outcomes based as a means to integrate and ground learning outcome assessment across the curriculum. A core curriculum would also serve to reduce the number of Change of Degree Objectives resulting from the non-acceptance of foundation courses from one University program to another, thereby reducing student time to graduation when he/she changes majors or colleges. Under discussion are the inclusion of competencies in ethics and lifelong learning. Further additions to the core competencies are activities that would assist and support an increasing percentage of student attainment to serve as the foundation of students' preparation for their role in society. However, at present the Team notes that the efforts are uneven across programs thus requiring ongoing attention to the development of the core competencies and assessment of those competencies within and across programs.

Purdue University attracts and maintains outstanding faculty as it demonstrates a commitment to excellence in teaching. This is evidenced by the more than 50 teaching skills workshops conducted each year by the Center for Instructional Excellence and through its affiliate membership in the Carnegie Academy for the Scholarship of Teaching and Learning. Since its founding in 1999, Teaching Academy has inducted more than 200 faculty into the Academy as recognized master teachers. In addition to a range of teaching awards, the University actively supports professional development through such resources as a web site

dedicated to resources and contacts to assist new faculty and the Fellowships for Study in a Second Discipline program.

With a \$5 million dollar grant from the Lilly Foundation, the University initiated a plan to increase retention and graduation rates through such activities as the initiation of learning communities, first-year seminars, expanded and enhanced orientation programs, and new learning opportunities and assistance especially for freshmen. Following the expiration of the grant in 2005, the University continued many of these initiatives through their Student Access, Transition, and Success programs. Through conversations with students, the Team confirmed that students valued the opportunity to participate in these type activities. Thus, the Team concludes that student retention and quality of advising is excellent.

2. Evidence that one or more specified Core Components need organizational attention:

While the University has made significant progress in providing evidence of student learning through assessment, the efforts are uneven across programs. All ten of the colleges have developed learning outcomes for many of their academic programs. However, several of the colleges have not yet developed college-level core outcomes. The review team encourages the University to place a priority on working with the colleges to establish documentable learning objectives for undergraduate and graduate programs as well as within the new college of Health and Human Sciences and among any programs without designated learning objectives. The review team recommends that the University focus additional efforts on developing the adoption and assessment of learning outcomes especially in master's programs across the colleges and schools.

While significant progress has been made in establishing processes for assessment data collection, there is still insufficient evidence that the data being collected is used to inform and improve student learning within and across programs. Nonetheless, Purdue provides evidence of student learning and teaching effectiveness that has demonstrated it is fulfilling its education mission.

3. Evidence that one or more specified Core Components require Commission follow-up:

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up (Sanction or adverse action may be warranted.):

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

D. 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. Evidence that Core Components are met:

Since 2000, Purdue University has made significant gains in the development of interdisciplinary research capacity across a range of areas. The evidence shows substantial increases in faculty positions, expansion of research facilities, and a near doubling of research awards between AY 2000 and AY 2008. Purdue University has promoted a life of learning over the past decade by transforming the environment for scholarship and research through the launch of Discovery Park in 2001 with a \$26M Lilly Foundation grant. In addition, the University has several programs that support and publicly recognize the achievements and contributions of faculty members. The University has made significant strides in expanding the array of curricular and non-curricular programs and activities that prepare students for a global and diverse society, including study abroad and attendant support programs, DiversiKey, Academic Boot Camp, Louis Stokes Alliance for Minority Participation, and the Summer Research Opportunities Program. Related to preparation in this area are modest increases in diversity within the university community, especially increases that the University has made in the area of staff diversity.

Attracting external funds is a central part of the research enterprise. Funds from outside the university allow program growth, support graduate students, and allow discoveries that result in refereed publications, patents, and licenses. A comprehensive university must be successful in attracting outside funds in order to support its research and graduate education, which is a central part of its contribution to society. In 2007, Purdue ranked 11th out of 15 peer intuitions in science and engineering expenditures (table 4-3 in Reaching New Heights), 14th among peers in federal funds and 13th in other funding sources. Since 2007, the University has attracted a new President and new Vice President for Research. Discovery Park has been increased to include a wide range of cutting edge technology from a range of fields such as nanotechnology and biotechnology. The University increased its support of collaborative efforts (e.g., with Indiana University) and has encouraged development of interdisciplinary teams as ways of encouraging growth in discovery and in sponsored research awards. It is clear that the University is a world leader in many fields including development and application of advanced technology to address emerging problems.

One goal of the 2001-2007 strategic plan was to increase sponsored research awards to levels commensurate with a faculty of Purdue's quality and number, and to promote interdisciplinary research. A key accelerant toward achieving that goal has been success of Discovery Park. Five new research buildings on the 18 acre site have added substantially to the physical infrastructure for research. Within two years

the original \$26M gift was leveraged into a \$200M research enterprise. By 2007-08, Discovery Park was generating \$74M in sponsored awards annually and had increased the original investment approximately nine-fold. More than 1,000 faculty and other researchers are involved in Discovery Park projects, nearly 3000 students are working with those faculty, and 250 graduate students have offices in the facility. The Discovery Learning Research Center is specifically designed to involve students in Discovery Park projects. A Discovery Park undergraduate research program supports 50 student interns each semester. More than \$6M of Discovery Park funding has supported start-up packages for new faculty and nearly \$5M in seed grants for new interdisciplinary research projects. Discovery Park has become a vibrant sector of the research enterprise, and demonstrates institutional value of interdisciplinary scholarship, innovation and entrepreneurship.

Purdue's undergraduate programs provide a variety of routes for students in all of the colleges that extend classroom learning through research, community service, and entrepreneurial activities. The Summer Undergraduate Research Fellowship provides undergraduates an opportunity to work for a summer in a research lab and to explore graduate study options. This award winning program grew from 50 students in 2003 to 192 students in 2009. Engineering Projects in Community Service (EPICS) teams have included more than 2000 students and delivered more than 150 projects to community partners while expanding student's skills in communication, team work, project management, leadership, professional ethics, and community development. Interns-for-Indiana is a program that is open to students from any major and places juniors and seniors in internships with start-up companies. In addition, internships are an integral or required feature of many undergraduate programs. Entrepreneurship programs such as the Entrepreneurial Learning Community and the Certificate for Entrepreneurship and Innovation foster business skills among students. In addition, there have been discussions about an enhanced University Honors Program. Taken together, there is clear evidence that Purdue is investing in and planning for a rich array of high engagement learning experiences. These programs demonstrate that acquisition of knowledge and the habits of intellectual inquiry are integral to Purdue's educational programs.

The contemporary research environment is one that demands vigilant attention to matters of responsible conduct, ethics, and compliance and Purdue University has met these demands by establishing a range of practices to assure that the faculty, staff, and students meet expectations for conducting research. Purdue has numerous policies for responsible conduct (integrity, conflict of interest, intellectual property, fraud, and more) and standards for specific activities (animal care, human subjects, radiation safety, and more). Orientation programs and formal training are in place for faculty, staff and students. The Graduate School sponsors workshops on a range of issues on responsible conduct of research through on-line and face-to-face formats. Graduate students, for example, can take a one-credit course entitled "Responsible Conduct in Research",

which is taught by Purdue's associate VP for research. Purdue's animal care activities are accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care International and Purdue is seeking accreditation by the Association for the Accreditation of Human Research Protection Programs. Purdue's Office of Research Compliance oversees compliance policy and practice. This array of activities provides evidence that Purdue supports the responsible conduct of discovery and will be able to match the growing needs of the research enterprise.

Purdue's strategic plan calls for preparing students for life and careers in a dynamic global society. There is widespread recognition in the Purdue University community that students are entering an increasingly diverse society. Globalization results in people joining more and more diverse communities and serving in a range of roles in which they encounter people different from themselves. For many reasons, it is critical that today's students be encouraged to encounter new situations, to think about the perspective of someone from a cultural background different than their own. Purdue is very active and successful at providing a wide range of opportunities to faculty and staff for research, teaching and programmatic growth to engage a global society. One example of that effort is a new, internally-funded competitive grants program that will fund collaborative research and/or education with Tsinghua University, China. Further, Purdue has provided resources to expand study abroad programs. Currently, more than 1,600 undergraduates study abroad annually, many of them in programs of a semester or longer in duration. More than 50 short-duration, faculty-led study abroad programs are offered in the summer. In addition, global minors are available for students in several colleges and the College of Science has established specific global requirements for their students. International agriculture programs provide study abroad opportunities for 25% of agriculture students, an impressively high fraction compared to peer universities. There has been a five-fold increase of study abroad overall at Purdue in the last decade. In addition to supporting Purdue's domestic students to encounter other cultures through study abroad, the International Programs office is actively involved in recruiting international students. There are currently about 6,000 international students enrolled at Purdue, which puts Purdue among the universities enrolling the most international students in the US. The staffing in international admissions was increased from four to nine as a demonstration of Purdue's support for this strategic direction.

Finally, although Purdue University does not have a campus-wide-core curriculum its undergraduate degree programs emphasize depth and breadth in the acquisition of knowledge through major and general education policy requirements. It also integrates general education principles in its graduate programs. The mix of general education requirements are specific to degree programs and emphasize the humanities and behavioral sciences, science and technology, and business and administration. Evidence is provided that Purdue provides its students a balanced educational experience that includes practical

knowledge and skills and a broader perspective on aspects of nature and society.

2. Evidence that one or more specified Core Components need organizational attention:

Over the past decade Purdue has responded to the recommendation of the 1999 team to continue its commitment to diversity. Purdue is a university that is going global, and yet there seem to be gaps in the preparation of students for life in a pluralistic American society. Purdue recognizes the need to fill this gap. Purdue's recent hiring of a Chief Diversity Officer is a signal that issues of diversity and inclusion are important to the university. There are pre-college programs aimed at reaching educationally disadvantaged students based on economic or geographic factors. Four multicultural houses provide a physical space for attending to contemporary issues of race in American life. Despite the many efforts to improve diversity, Purdue University continues to experience challenges in this area. Three issues on diversity in which the University needs to provide organizational attention are highlighted: 1) representation of race and ethnic minorities in student, administrative and faculty ranks, 2) integration and support of Lesbian, Gay, Bisexual, Transgender (LGBT) persons, and 3) the education of students in terms of diversity issues.

Increases in the diversity of students and faculty members have been limited over the past decade, except among Asian persons entering faculty ranks. The evidence shows that increases among Black and Hispanic students were quite modest over the past decade, and the same is the case for Native American, Black and Hispanic faculty members. There were expressions among campus representatives that a pipeline of minority students needs to be strengthened, and that it needs to be supported through financial scholarship support. Several persons at the University acknowledged that more could be done in the area of diversity, particularly with regard to race and ethnic minorities. Further, despite minority faculty comprising 32% (300) of 946 cumulative new hires between 2001 and 2008, the net increase among minority faculty members between 2001 and 2009 was 305, and 81% of this increase consisted of Asian faculty members, indicating that efforts to increase the numbers of Black and Hispanic faculty members may be an area of relative weakness. Increases among minority faculty members contributes to a diverse culture on campus, opportunities for many students to learn from persons different from themselves and for underrepresented students to learn from persons similar to themselves. Increases also lead to research on substantive areas that contribute to the advancement of knowledge on diverse groups.

Purdue has assessed the diversity of its students' experiences in a variety of ways, including a 2006-07 survey in which nearly 14,000 students participated. Results were striking. For example, only 53% of students reported not having experienced harassment. Only 40% reported they

were NOT concerned with being discriminated against. This is weak evidence that Purdue University students experience a welcoming, multi-cultural environment in which cross-cultural learning is encouraged. Although the University recognizes that pattern and has begun to institute a range of programs to increase awareness and celebration of diversity, it is apparent that many Purdue University students are not yet comfortable with the diversity they encounter on campus, and many are not well-equipped to enter an increasingly diverse American society.

3. Evidence that one or more specified Core Components require Commission follow-up:

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up (Sanction or adverse action may be warranted.):

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

E. Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met:

Engagement and service is an impressive strength of Purdue University. There has been a dynamic expansion in engagement activities in the previous ten years with the university carrying out a wide array of programs and projects with a variety of partners to serve many different constituencies. Funding to support these activities has been secured from a diversity of sources with increasingly less dependence on state funds. Focus has been on assisting communities and businesses in economic development, assisting P-12 education with special concern for the STEM (Science, Technology, Engineering and Math) and reading areas, helping Purdue students to understand the importance of a commitment to working for the public good, enhancing the quality of life in communities, and providing continuing education. This work has been recognized with the receipt of a Carnegie Foundation “An Engaged University” designation. The importance of engagement is recognized in the New Synergies strategic plan and Purdue’s leadership in this area is increasingly being noted nationally.

The new structure established to support engagement is working effectively. The Office of Engagement and the strong leadership of the Engagement Vice-Provost have elevated the visibility of engagement at the university providing important coordination, support, and recognition for the work that is underway. The Engagement Council, engagement assistant vice-provosts, and college engagement associate deans all

support the sharing of program ideas and provide encouragement for engagement work. Attention to developing new leaders to take over in the years ahead will be important to the continuation of this important work.

Considerable progress has been made in establishing a “scholarship of engagement” culture among the faculty. Workshops focused on development of this concept have been held and some colleges have incorporated it into promotion and tenure documents and procedures. Continued attention to the development of this concept will be required for it to be fully implemented.

The growth in service-learning courses from 32 in 2001 to over 200 today is a strong statement of the importance of preparing students to contribute to the common good as is the work of the Boiler Volunteer Network. This growth in service-learning has been supported by the provision of internal grants for faculty interested in implementing this approach. A research project is currently underway to determine students’ perceptions of their experience with service-learning.

A variety of approaches (e.g., third party surveys, evidenced of impact on Indiana’s economy, job creation, numbers participating in programs, advisory committees) have been used to assess the quality of the engagement work that is ongoing. Faculty work in engagement is evaluated by attention to peer recognition, resources secured, evidence of impact, and the involvement of students. The Engagement Council has recognized the important of giving more attention to the task of determining the impact of engagement activities. This is difficult work, especially considering the many types of engagement activities in which the university is involved, but continued progress on this work to assess impact is essential to ensuring the quality of engagement programs.

The university has taken guidance from its constituents regarding the direction of its engagement work. Advisory councils have been used effectively and feedback is also obtained through university representatives who are located around the state (e.g., extension educators in each of the state’s 92 counties, four regional pharmacy coordinators). The university was asked by the Indiana Hospital Association to expand its effective Technical Assistant Program Model currently being used in approximately 150 projects each year to the health care arena as a result of the effectiveness of that model in helping businesses. This health care work is funded by the Center for Disease Control and the Robert Wood Johnson Foundation. Another example of a response to constituent needs has been the provision of a BS program in Engineering Technology in four areas of the state where unemployment is the highest.

Considerable accomplishment has been realized in implementing the synergies concept in the engagement arena. Collaboration within the University and with a variety of constituents and other higher education institutions has resulted in a number of successful projects and activities.

2. **Evidence that one or more specified Core Components need organizational attention:**
None.
3. **Evidence that one or more specified Core Components require Commission follow-up:**
None.
4. **Evidence that one or more specified Core Components are not met and require Commission follow-up (Sanction or adverse action may be warranted.):**
None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

IV. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change

Rationale for recommendation:

B. Nature of Organization

1. Legal status

Public NFP. No change

2. Degrees awarded

A, B, M, D, 1st prof. No change.

C. Conditions of Affiliation

1. Stipulation on affiliation status

(Include the recommendation and rationale)

No change.

2. Approval of degree sites

(Include the recommendation and rationale)

No change.

3. Approval of distance education degree

(Include the recommendation and rationale)

No change.

4. Reports required

Progress Report

Topic(s) and Due Date ()

None.

Rationale and Expectations

Monitoring Report

Topic(s) and Due Date ()

None

Rationale and Expectations

Condition Statement (if . . . then)

Contingency Report

None

Rationale and Expectations

5. Other visits scheduled

Type of Visit

None.

Topic(s) and Timing (academic year)

Rationale and Expectations

6. Organization change request

None requested.

D. Commission Sanction or Adverse Action

None

Due Date for Report:

Rationale and Expectations:

Areas That Must Be Addressed:

None

Next Evaluation Visit:

E. Summary of Commission Review

Timing for next comprehensive visit (academic year 2019-2020)

Rationale for recommendation:

Purdue University has demonstrated that it meets all of the Criteria for Accreditation as established by the Higher Learning Commission of the North Central Association of Colleges and Schools. As an institution of higher learning in the states of Indiana Purdue University is well positioned to continue to meet its educational obligations and other distinctive goals encompassed by its mission.

V. ADDITIONAL COMMENTS AND EXPLANATIONS

None.

ADVANCEMENT SECTION

I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The Team applauds Purdue University's thoughtful choice of new interdisciplinary synergies as a special emphasis for its self-study and the guiding theme for its 2008-2014 strategic plan: New Synergies. Because Purdue adopted an inclusive process for developing the strategic plan, the interdisciplinary emphasis has gained legitimacy across the institution and prompted positive concrete outcomes, especially for the mission areas of discovery and engagement.

II. CONSULTATIONS OF THE TEAM

In their on-campus discussion with Team members, senior administrators, faculty, and students alike expressed their commitment to interdisciplinarity that also clearly permeates the vision, goals and action steps of the strategic plan. This theme honors the University's Land Grant tradition and its historic commitment to the STEM (Science, Technology, Engineering and Math) disciplines. Yet it also pushes the institution forward by recognizing the importance of a liberal education in advancing student success and learning, enhancing collaborative discovery, and advancing the impact of its knowledge and people. As the Self Study document suggests, there is an organizational culture and structure sea change underway.

Within the strategic plan, 'synergies' serves as a stirring summons to greater, more inclusive, and more intentional effectiveness. As a special emphasis, "synergies across the disciplines" suggests the determined pursuit of cross-disciplinary, multi-disciplinary learning opportunities, research, and engagement. The Statement of Vision in the strategic plan calls for "visionary interrelationships among disciplines" and "synergistic programs of learning, discovery, and engagement."

Purdue University has already made some bold moves in the direction of this ambitious vision for interdisciplinarity. These include an initial plan for a core curriculum, the founding of Discovery Park, the establishment of a Global Public Policy Institute, the creation of a new College of Health and Human Sciences, and a diverse array of engagement programs, including the I-STEM Resource Network, the Envision Center, Life Sciences Business Plan, the Center for Education and Research in Information Assurance and Security (CERIAS), just to name a few.

This strategic plan's goals for a globally engaged, ethically guided, and critically grounded and informed faculty, staff, and student/alumni community are integral to its Land Grant legacy and global reputation in the sciences, agriculture and engineering. Success will be enhanced by addressing the benefits of a more diverse faculty and student population, and in turn will create opportunities for recruiting these individuals. We applaud the thoughtfulness and broad-based/inclusive processes that are evident in the document and more importantly evident in the enthusiastic statements and testimonials we heard on campus.

A. New Synergies

Core curriculum with humanities and STEM areas:

Although important strides in reaching the goals stated in the New Synergies, more could be done to realize this vision. In particular, the Team would encourage the interdisciplinary innovation that is evident in Purdue's research endeavors be made more explicit in the institution's learning and teaching. The

lack of a core curriculum, the absence of any reference to integration of the disciplines among undergraduate core competencies, the modest percentage of students reporting interdisciplinary projects, the lack of an explicit commitment to interdisciplinary study within the objectives of the relatively recent university honors program, and the lack at present of rudimentary mechanisms for creating synergy (“capstone courses, cross-disciplinary courses, co-curricular experiences, and experiential learning opportunities”) all point to the admission offered by the self-study, that this special emphasis is at present largely a matter of “promising new ideas and initiatives that are still in their formative stages.” Even fundamental adjustments required for “synergies across the disciplines,” such as the inclusion of categories for interdisciplinary activity within faculty reports, are not yet in effect but remain “under consideration.”

One of the greatest strengths of the New Synergies plan is that it implicitly addresses what seems from the outside to be an obvious challenge for the institution: Purdue’s historic bias toward and strength in the STEM disciplines. (This statement is not meant to be a negative normative judgment but an empirical observation.) It recognizes that to prepare students for the extreme challenges of the 21st century, all students must gain competencies and knowledge from disciplines inside and outside the STEM fields. Toward this end, the university might consider a thoughtful, inclusive, and engaged discussion on the type of talent and understandings that the humanities and social sciences can provide to the sciences, agriculture and engineering—and vice versa.

Balance between specialty and disciplinary foci:

In order to reach the vision offered in New Synergies, the university administration and faculty will need to tackle the critical question: How do you balance the need for specialization and disciplinary foci with the need for campus-wide coherence and centralization? This question will inevitably yield a variety of more concrete additional questions:

- How do we ensure that students gain a balance of depth of disciplinary knowledge and a breadth of liberal learning?
- How do we ensure that students can enroll in courses across departments and colleges?
- How do we evaluate joint faculty appointments fairly and provide interdisciplinary faculty with the necessary support to thrive as researchers and teachers?
- Are the budget allocation processes flexible enough to support interdisciplinary innovation?
- Will the organizational structure facilitate cross- and inter-disciplinary learning, knowledge production, and impactful engagement?

While acknowledging that the Team owns only a cursory understanding of the social processes that created the strategic plan and that the visit provides only a glimpse of the university’s culture and structure, some general suggestions are humbly offered:

- Explore a University Honors Program as a pilot for interdisciplinary teaching and learning in collaboration with existing college honors programs.
- Provide resources to departments offering high demand courses that undergird a curricular framework for meaningful interdisciplinary dialogues.
- Offer grants for innovative interdisciplinary teaching methods, such as experiential team teaching, inquiry-based learning and impactful service learning.
- Conduct an audit to identify similar courses across colleges and consider new courses that synthesize approaches and are jointly designed by faculty from the different disciplines/colleges.
- Consider extending interdisciplinary learning communities (clusters of courses across departments and colleges that focus on broad themes such as energy, wellness, or design). There are currently four examples of interdisciplinary learning communities (out of 50 total): Entrepreneurship and Innovation, Interdisciplinary Science and Engineering, the Lyceum (a residential learning community for university honors students), and Understanding People and Society.
- Create opportunities for more diverse faculty and students to choose Purdue University for its global relevance and culturally focused engagement.

B. Distance And Asynchronous Learning

Distance learning through asynchronous online courses and degree programs is under-utilized and a largely untapped opportunity for the University to increase access to high demand courses and programs, reduce time to graduation and to attract new populations of non-traditional and adult students to Purdue University who would otherwise have no opportunity to take advantage of the excellence of University learning opportunities and degree programs. To that end, the Team encourages the Purdue to review and consider implementation of the “Proposal for Online Learning at Purdue” developed by the Online Learning Task Force in the fall of 2009.

C. Aspects of Diversity

Purdue University should continue to make concerted efforts to advance a diverse and inclusive learning environment by integrating cultural competencies into the core curriculum and other learning opportunities across the institution; providing support for centers and other resources for underrepresented racial, ethnic, socioeconomic, gender and sexual orientation groups; partnering with community leaders to create an inclusive climate for diverse faculty and staff; tracking the progress of diverse students; and establishing or strengthening pipelines from various regional communities to the campus.

Attention to Lesbian, Gay Bisexual, Transgender (LGBT) issues were not well represented in the self study nor in conversations team members had on campus. When asked, campus representatives acknowledged the lack of organized and visible support for the LGBT community. A fully inclusive university would embrace the LGBT community and enhance the lives of all of its constituents.

Finally, as the nation experiences rapid growth among Latinos and retirements by the Baby Boomers, the economy will face major labor market changes. Latinos are projected to increase from 15% of the population to 30% and Latino youth are projected to surpass the number of White youth by mid-century. As the same time, they are one of the most marginalized and undereducated population segments in the nation. Taken together, these shifts present a major challenge for the nation, and Purdue University, like other institutions must begin to consider its role in addressing this challenge. In the current context, Purdue has to continue to embrace the important role that a public research university of this stature has in advancing educational opportunity and equity for all students.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

Excellence was noted by the Team throughout Purdue University and significant accomplishments, progress and practices were so numerous that they chose not to single out just a few.

WORKSHEET ON FEDERAL COMPLIANCE

I. EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution's fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

A. Credits, Program Length, and Tuition

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

The Team has reviewed this component of federal compliance. There is a rational basis for program-specific differences.

B. Student Complaints

The institution has a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.

The Team has reviewed this component of federal compliance and this area is handled appropriately.

C. Transfer Policies

The institution has demonstrated it appropriately disclose its transfer policies to students and to the public. The policies contain information about the criteria the institution uses to make transfer decisions.

Response:

The Team has reviewed this component of federal compliance and this area is handled appropriately.

D. Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

The Team has reviewed this component of federal compliance and this area is handled appropriately.

E. Title IV Program and Related Responsibilities

The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.

1. General Program Requirements:

The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.

2. Financial Responsibility Requirements:

The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.

3. Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:

The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

4. Contractual Relationships:

The institution has presented evidence of its contracts with non-accredited third party providers of 25-50 percent of the academic content of any degree or certificate programs.

The Team has reviewed this component of federal compliance and these areas are handled appropriately.

F. Institutional Disclosures and Advertising and Recruitment Materials

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

The Team has reviewed this component of federal compliance and this area is handled appropriately.

G. Relationship with Other Accrediting Agencies and with State Regulatory Boards

The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. **Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized accreditor in the past five years, the team must address this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information.**

The Team has reviewed this component of federal compliance and this area is handled appropriately.

H. Public Notification of an Evaluation Visit and Third Party Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.**

The Team has reviewed this component of federal compliance and this area is handled appropriately.

II. INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

Purdue's academic calendar and course catalog are published and on web pages. Requirements for master's degrees, Educational Specialist, and Doctor of Philosophy degrees are established by the Graduate Council and are stated in the Graduate School bulletin and the Policies and Procedures Manual for Administering Graduate Student Programs. Requirements for the Doctor of Pharmacy and Doctor of Veterinary Medicine degrees are described in the individual school and college bulletins.

The Bursar's Office publishes each academic year's tuition and fee schedules on its web page. The Board of Trustees of Purdue University sets tuition rates and mandatory fees.

Students have a variety of avenues to communicate ideas, concerns, and complaints at the faculty and staff member, program, department, college or school, and institutional levels. These are described in the Purdue University Bill of Student Rights (West Lafayette Campus), Purdue University Code of Honor, Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals, and Procedures for Resolving Complaints of Discrimination and Harassment.

Purdue's Academic Regulations and Procedures describes the definition of transfer credit and is available in hard copy and through Purdue's web sites, which also describe the specific process and evaluative criteria used to determine whether credits are transferable.

Verification of Student Identity is ensured by a registration similar to the University's admissions process. Purdue's Continuing Education Web page contains directions for non-Purdue students wanting to take distance-learning courses.

Title IV Program and Related Responsibilities comply with the General Program Requirements.

Financial Responsibility Requirements are audited in accordance with OMB Circular A-133, see 2007–2008 Audit Report. Student Loan Default Rates are reported by the Office of Financial Aid.

Campus Crime Information and Related Disclosure of Consumer Information are published by the University's Police Department on its web page.

Satisfactory Academic Progress and Attendance Policies are available through the Division of Financial Aid's web page.

Information about Purdue University West Lafayette's accreditation status with the Higher Learning Commission is featured on the Office of Admissions web site, the Office of Institutional Research site, and on the Facts Online web site. Purdue maintains accreditation in a number of specific programs. A list of academic programs and their accreditation affiliations are found in the annual Facts at Your Fingertips publication.

Public Notification of Comprehensive Evaluation Visit and Third Party Comment was solicited from students, parents, alumni, taxpayers, donors, community groups, and local businesses through a variety of media, including the institutional Web site, the local newspaper, the student campus newspaper, the Indianapolis Star newspaper, the Purdue Alumnus magazine, and the Purdue University Retirees Association Newsletter.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: : Purdue University, IN

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS): Special Emphasis on Synergies Across the Disciplines

DATES OF REVIEW: 3/22/10 - 3/24/10

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: no change

DEGREES AWARDED: A, B, M, S, D

TEAM RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state. Offering of existing degree programs at non-U.S. sites limited to Master's level in Business/Management in Hanover, Germany.

TEAM RECOMMENDATION: No change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required for distance education programs other than the AS in Veterinary Technology, the MS in Educational Technology, and the MS in Engineering.

TEAM RECOMMENDATION: No change

REPORTS REQUIRED: Contingency Report: Notification required for substantive change in relationship between Purdue and its partner in Hanover

TEAM RECOMMENDATION: None

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: none

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1999 - 2000

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2009 - 2010

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

TEAM RECOMMENDATION: 2019 - 2020

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Purdue University, IN

TYPE OF REVIEW (from ESS):) : Continued Accreditation
___ No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	22	
Bachelors	312	
Programs leading to Graduate		
Masters	71	
Specialist	2	
First Professional		
Doctoral	83	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	Fort Wayne (Fort Wayne) ; Hammond (Calumet) ; Indianapolis (IUPU) ; Westville (North Central)	
Additional Locations:	Anderson (Anderson) ; Columbus (Columbus) ; Columbus (Greensburg) ; Indianapolis (Indianapolis) ; Indianapolis (Rolls Royce Corporation) ; Kokomo (Kokomo) ; Lafayette (Lafayette) ; Muncie (Muncie) ; New Albany (New Albany) ; Richmond (Richmond) ; South Bend (Elkhart) ; South Bend (South Bend) ; Vincennes (Vincennes Univeristy)	
Course Locations:	None	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	

Course None
Locations:

Out-of-USA:

Present Wording:

Recommended Change:
(+ or -)

Campuses: None
Additional Hanover, Germany (Gisma)
Locations:
Course None
Locations:

Distance Education Programs:

Present Offerings:

Associate - 51.0808 Veterinary/Animal Health Technology/Technician and Veterinar offered via Internet;
Master - 14.0101 Engineering, General. offered via Internet; Master - 14.0201 Aerospace, Aeronautical and
Astronautical Engineering. offered via Internet; Master - 14.1001 Electrical, Electronics and Communications
Engineering. offered via Internet; Master - 14.1901 Mechanical Engineering. offered via Internet; Master -
14.3501 Industrial Engineering. offered via Internet; Master - 14.9999 Engineering, Other. offered via Internet

Recommended Change:
(+ or -)

Correspondence Education Programs:

Present Offerings:

None