**University Senate**

# Purdue Global and Purdue University's Online and Residential Graduate Programs

# 2024-2045 Report

# Table of Contents

# Executive Summary

The Ad Hoc Committee, established by the Purdue University Senate in Spring 2024, conducted a comprehensive review of Purdue's online and residential graduate education programs. This included Purdue Global and Purdue West Lafayette's residential and online (offered through Purdue University Online) graduate programs. The committee's primary objective was to evaluate synergies, overlaps, and opportunities to enhance their independent and unified missions while addressing concerns about branding, governance, financial health, and program differentiation.

**Key Findings**

1. **Program Missions and Structures**

   o Purdue Global focuses on serving working adults through accessible, flexible, career-oriented education, aligning with the land-grant mission.

   o Purdue University Online aims to provide scalable, high-quality education to a broad audience, leveraging the expertise of West Lafayette faculty. Programs are primarily graduate and non-credit professional development.

   o Purdue University West Lafayette's residential graduate programs are designed to provide advanced education and foster research excellence in a wide range of disciplines.

   o Purdue Global operates independently with distinct student demographics and accreditation requirements.

2. **Financial and Marketing Challenges**

   o Purdue Global operates as a self-sustaining entity with financial health bolstered by partnerships and targeted marketing efforts. It does not receive state-level support and provides tuition-free education to Purdue University employees. Moreover, Purdue Global operates in a very competitive space.

   o Purdue University Online relies on a cost-recovery model, limiting tuition discounts for employees. Marketing challenges include distinguishing Purdue University Online from Purdue Global and competitors.

3. **Student Demographics**

   o Purdue Global serves older, primarily female, working adults.

   o Purdue University Online caters to younger, professional students.

   o One difference between student types is that Purdue University Online students are generally already in a professional career, and Purdue Global students are trying to get into one.

4. **Faculty and Course Design**

   - Purdue Global employs centralized instructional design processes to ensure consistency with research and best practices in adult online learning, and to track program outcomes.

   - Purdue University Online collaborates with faculty to develop discipline-specific materials and innovative course designs.

5. **Branding and Communication Issues**

   - There is confusion among some faculty, staff, students, and external stakeholders regarding the distinctions between Purdue Global and Purdue University's online programs.

   - Inconsistent messaging in public relations materials influences brand confusion and perceptions of program reputation.

## Recommendations

1. **Clarify and Market Program Distinctions**

   - Clearly, consistently, and through multiple platforms, communicate the missions and target audiences of Purdue Global and Purdue University's online programs in internal and external materials.

   - Update marketing strategies to highlight unique program strengths and reduce overlap confusion.

   - Provide joint- bi-annual updates to the University Senate

2. **Streamline Processes and Access**

   - Reduce barriers for faculty and staff to access Purdue West Lafayette's online programs.

   - Enhance integration between Purdue West Lafayette residential and online programs to improve flexibility for students.

3. **Invest in Faculty Development**

   - Encourage faculty to engage in training on best practices for online education, fostering program rigor and quality.

4. **Revise Branding Strategies**

   - Differentiate Purdue West Lafayette's residential and online messaging from system-wide branding to preserve its reputation while aligning shared goals.

5. **Monitor Financial Models and Retention**

- Regularly evaluate financial health, tuition models, and retention rates to ensure long-term sustainability and competitiveness.

**Conclusion**

The committee recognizes the potential for Purdue Global and Purdue West Lafayette's residential and online programs to complement one another while advancing Purdue's land-grant mission. However, significant effort is required to address branding confusion, enhance faculty support, and improve access and affordability for students and staff. The outlined recommendations aim to strengthen Purdue's position as a leader in residential and online graduate education while fostering synergies across the rest of the Purdue system, including Purdue Global's offerings.

# Committee Charge

In Spring Semester 2024 members of the University Senate expressed interest in better understanding the graduate programs offered under the Purdue brand, specifically Purdue West Lafayette residential and online as well as Purdue Global (Note: Purdue University Indianapolis and Purdue Polytechnic Institute are within Purdue West Lafayette. In addition, Purdue University has regional campuses which were not included in this report). Then Senate Chair, Professor Brian Leung, established an ad hoc committee which brought together Senate representatives as well as representatives from Purdue Global and Purdue University Online. The charge of the committee was codified as the following: The committee will look at the ways Purdue West Lafayette's residential and online graduate programs and Purdue Global's online graduate programs complement one another and overlap, as well as how to enhance their independent and unified missions.

# Description and History of Purdue University Online and Purdue Global

Purdue University's history with distance-learning and continuing education began in the late 20th century with the utilization of technologies like WBAA radio broadcasts and televised courses. As technology advanced, Purdue embraced satellite transmission and the internet for course delivery. By the early 2000s, Purdue started to actively develop online courses and partnering with other institutions to support students in Indiana. Between 2011 and 2015, distance education was led by the Purdue Extended Campus team, which evolved into Digital Education, and today as Purdue University Online. On April 27, 2017, Purdue announced the acquisition of the academic assets of the private, for-profit online Kaplan University, which converted to Purdue Global, a public university within the Purdue system. Purdue's leadership identified this strategy as a move to accomplish the land-grant mission in the 21st century supporting working adults (Robertson & Eddy, 2023). While Purdue Global focuses on serving adult learners to achieve their career goals, Purdue University Online aims to expand access to a high-quality Purdue education to a broader audience beyond the main campus, contributing to advancements in various fields and the development of future leaders.

## Review of existing, relevant information

- April 2023 Trustees meeting, which reviews the Vision for Online Learning 2.0 and clarifies the role between Purdue University Online and Purdue Global.

- Purdue Global: Top 4 FAQs Video (approx. 1 min)---Quick capture of common questions.

- Why Students Choose Purdue Global

- Purdue University Online Rankings:
  - Online master's degrees in engineering and education from Purdue again rank among the nation's finest - News
  - Online Programs Rankings - US News

- Purdue University Online Faculty
  - All faculty, instructors, and teaching assistants who teach in online and/or hybrid credit programs are employed and directed by their respective Purdue West Lafayette departments and colleges. Academic content and the delivery of the content is owned by academic departments. The equivalent of 235 faculty and 80 part-time instructors on the West Lafayette campus develop and teach online courses.

- Purdue Global Faculty
  - 278 full-time faculty, 2046 part-time faculty

- Organizational structure:

  - The university president reports to the Board of Trustees
  - Purdue Global also has a Board of Trustees with some but not all Purdue Global trustees also serving as Purdue West Lafayette trustees.
  - Purdue University Online:
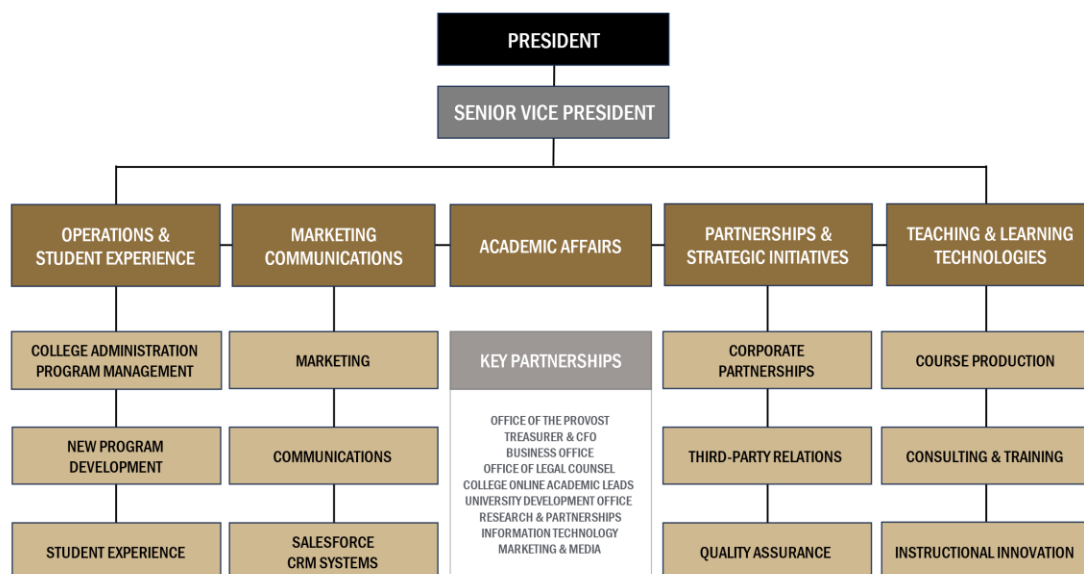


  - Purdue Global Leadership Structure (*Organizational chart not available*)

- School of Business and Information Technology
- School of Nursing
- School of Multidisciplinary and Professional Studies
- Purdue Global Law School
- College of Social & Behavioral Sciences
- School of Education
- School of Health Sciences

▪ Effective January 1, 2025 Chancellor Frank Dooley completed his term as chancellor and Jon Harbor was designated interim chancellor.

# Information obtained from current administration at Purdue West Lafayette, Purdue University Online, and Purdue Global

The Ad Hoc committee met with senior leadership on 5.15.24. Attendance included: Eric Barker, Interim Vice Provost for Graduate Students and Postdoctoral Scholars; Frank Dooley, then Chancellor of Purdue Global; Dimitri Peroulis, Senior Vice President for Partnerships and Purdue University Online; and Jon Harbor, Senior Advisor to the Provost. The following talking points were addressed, and responses were summarized by the Ad Hoc committee:

How the administration of Purdue Global and Purdue University Online view their roles:

- o Purdue Global offers accessible education. They are currently working with Guild, the Gardner Institute, and the Gates Foundation to increase the accessibility of a college education to working U.S. adults. Former Chancellor Dooley sees Purdue Global as one of the main components at the heart of Purdue University's land grant mission.
- o Purdue University West Lafayette offers residential and online graduate education opportunities to selective audiences, meaning generally not all applicants who meet minimum requirements are accepted. There is an admissions process used to select applicants.
- o Having both Purdue Global and Purdue University Online has the potential to clearly distinguish Purdue from other institutions.

Additionally, the ad hoc committee met with Jon Harbor, interim chancellor on 1.10.25.

The following is a summary of the meeting:

Dr. Harbor emphasized that Purdue Global is focused on the land grant education mission of the Purdue University system. He also indicated that the university is putting

in even more effort to identify opportunities to streamline processes and operations between Purdue Global, Purdue University Online, and Purdue West Lafayette. For example, Purdue's Human Resources function as a vendor for benefits and retirement for Purdue Global.

Moreover, previous and current examples of collaboration between Purdue Global and Purdue West Lafayette academics were provided. In 2020, Purdue Global launched a Bachelor's degree in Professional Flight, which was developed in collaboration with Purdue's School of Aviation and Transportation Technology. In 2021, Krannert School of Management launched a Foundations of Quantitative Methods for Business course for the purpose of supporting new graduate students. This course was developed by Purdue Global's faculty. In 2022, a partnership was established between PWL Graduate School and Purdue Global's Law School to offer law courses, which count as electives in their Purdue degrees (to date seven West Lafayette students have participated). In 2023, Purdue Pharmacy and Purdue Global initiated a collaboration to support the Academic Model Providing Access to Healthcare (AMPATH) partnership in Kenya. As of today, a cohort of ten students from Kenya have graduated from the MPH program at Purdue Global, and a new group is participating in the same offering. Further, Dr. Harbor stated that while Purdue Global does not have a research mission, Purdue Global could potentially be a productive site for research in online learning.

In support of Purdue Global' s educational mission, the institution has secured external funding through the Gates Foundation. In March 2023, Purdue Global received $480,000 to assess the current student experience and develop a comprehensive plan for growth and student success. In July 2024, the Gates Foundation provided $750,000 to support the plan through a series of interventions. Preliminary results will be available in June 2025.

Additional media about this funding is available at these sites:

- https://www.purdue.edu/newsroom/2023/Q2/purdue-global-looks-to-expand-education-opportunities-for-working-adults/

- https://www.gatesfoundation.org/about/committed-grants/2023/03/inv-053059

- https://www.purdue.edu/newsroom/2023/Q4/purdue-global-selected-by-gardner-institute-to-join-inaugural-cohort-of-transforming-the-foundational-postsecondary-experience/

- https://www.gatesfoundation.org/about/committed-grants/2024/07/inv-069466

The ad hoc committee also asked Dr. Harbor to address misconceptions and the view of overlap between Purdue Global and Purdue University's residential and online graduate programs. It was reinforced that marketing done for the three different entities is meant to attract students rather than explain the nuances between the entities. It was also stated that while both Purdue Global and Purdue University West Lafayette have their own Board of Trustees, there are several trustees who serve on both boards (i.e., M. Berghoff, J. Brouillette, T. Carter, M., Dekryger, M., Klipsch).

## Structure of Purdue Global and Purdue University Online Student Support

- o Both Purdue Global and Purdue University Online have advisors and success coaches. Purdue Global's advisors are contracted through Kaplan because Purdue only purchased the academic side of Kaplan. Purdue Global's success coaches work within the Purdue Global academic structure, primarily supporting a subset of the Purdue Global student body that are more at-risk for attrition. Purdue University Online's advisors and coaches are mostly Purdue staff. Purdue University Online is phasing out the advisors/coaches who are affiliated with Wiley/Risepoint and Kaplan as contracts expire.

## Current interaction and relationship between Purdue Global and Purdue University Online on program development

- Research & Development Committee: This committee evaluates online program development in the Purdue System in two ways:
  - A. Proactively builds a framework for all the educational needs within an industry segment (data, manufacturing, business), maps existing programs, and highlights gaps. This committee identifies which gaps have enough market demand for a feasible new program and recommends to senior leadership at both Purdue University Online and Purdue Global which new programs should be offered at either entity based on the degree level and applicability to the university and its students.
  - B. Shares new program ideas under consideration by each entity and identifies any concerns or overlaps during the initial program development stages. If a potential for overlap exists, the team builds a framework and conducts market research to better understand the program and student demand. They then recommend to senior leadership at both Purdue University Online and Purdue Global a path to move forward in the space without creating overlap. This can include shared development, naming changes, curricular focus changes, or no concerns.

  Research and Development Committee Members as of January 2025:

  TBD, Industry Partnerships, Office of Industry Partnerships

  Maricel Lawrence, Innovation Catalyst for Purdue Global

  Jennifer Lasater, Vice President for Student and Career Advancement for Purdue Global

  Chris Martin, Executive Director for Student Operations and Student Experience, Purdue University Online

  Marty Gustafson, Executive Director of Marketing and Communications, Purdue University Online

- <u>Notices of Intent</u> are sent by Purdue University Online to all departments regarding new program development among all entities.

- <u>Graduate Council</u>: a faculty-led body which reviews and ensures concerns are resolved.

## Initial marketing discussions with senior administration

- Purdue Global:
    - Chancellor Dooley mentioned that there is not a common application system for working adults to identify educational opportunities, and this plays into the large marketing budget needs.
    - Purdue Athletics was chosen as a marketing avenue due to the large national coverage provided.
    - Local online marketing efforts are being diminished, but without clearing the browser cache, people will still see Purdue Global ads.
    - Prior to 2023, Kaplan led the marketing. Currently, the marketing strategy is led by Purdue Marketing and executed by Kaplan.
    - Southern New Hampshire University, University of Maryland Global Campus, and Arizona State University are some of the competitors for Purdue Global.

- Purdue University Online does market research to determine what programs are needed and could be self-sustaining. They investigate how to reach potential students for each program individually or in industry. Purdue University Online is also doing a brand campaign. Purdue West Lafayette's online graduate program competition is discipline-specific. Indiana University, Georgia Tech, Johns Hopkins, Penn State, and University of Illinois are considered competitors for online graduate education. Purdue University Online lost the most admitted students to these competitors. Purdue Global remains a competitor for a small number of programs such as Education and Public Health (MHA, MPH) which are in very price-sensitive fields.

## Comparison of programs across entities

**Enrollment as of Spring 2024 among similar programs** *details in link below*

| Program | PWL Residential | PWL Online | Purdue Global |
|---|---|---|---|
| MBA | 7 | 244 | 1533 |
| MS in IT | 54 | 33 | 414 |
| MHA | -- | 40 | 503 |
| MPH | 30 | 77 | 212 |
| MS Education- ABA | -- | 23 | 1156 |
| MS Education- IDT | -- | 70 | 68 |

- IDATA report on student enrollment across similar/same programs

- Any current overlap between Purdue Global and Purdue University Online is with legacy programs. Purdue Global has a 30-year contract with Kaplan (ending 2048), and there are financial implications if Purdue Global closes these programs before the contract expires. While a non-compete agreement does not exist, there are processes in place to reduce the likelihood for future overlap.

- Based on Spring 2024 data:
  - Purdue West Lafayette residential graduate students tend to be younger (33% are age 20-24, and close to 80% are age 29 or younger) than online students at Purdue University Online and Purdue Global
    - Purdue West Lafayette residential graduate student average age: 27.2 Years (78% between 20-29)
    - Purdue University Online graduate student average age: 32.5 years (49% between 20-29)
    - Purdue Global graduate student average age: 37.3 Years (33% between 30-39; 28% between 20-29; 39% 40 or above)
  - Purdue West Lafayette residential graduate students are majority international
    - Purdue West Lafayette residential graduate students – 60% International
    - Purdue University Online graduate students – 8% International
    - Purdue Global graduate students – 5.5% International
  - Purdue West Lafayette residential and Purdue University Online graduate students are majority male, whereas Purdue Global' s students are over 70% female.
    - Purdue West Lafayette residential graduate students – 62% Male
    - Purdue University online graduate students – 62% Male
    - Purdue Global graduate students – 27% Male

# Review of accreditation across programs[*]

*This table is not a complete list of every program offered, these are only the programs with accreditations.

| University ➡ | | Purdue Global | Purdue University West Lafayette | |
|---|---|---|---|---|
| Modality ➡ | | Online | Online | Residential |
| COLLEGE | Program | | | |
| BUSINESS | | | | |
| | MBA | Accreditation Council for Business Schools | Association to Advanced Collegiate | AACSB |

| | | and Programs (ACBSP) | Schools of Business (AACSB) *Considered gold standard | |
|---|---|---|---|---|
| | MS Accounting | ACBSP | N/O =Not offered | AACSB |
| | MS Finance | ACBSP | N/O | AACSB |
| | MS Finance-Financial Planning | Certified Financial Planner | Certified Financial Planner (*offered through MS in Consumer science)* | |
| | MS Mgmt and Leadership | ACBSP | N/O | N/O |
| | MS Mgmt and Leadership- HR | Society for HR Mgmt | AACSB | AACSB |
| | MS Data Analytics | Not accredited | AACSB | AACSB |
| **EDUCATION** | | | | |
| | MS Applied Behavior Analysis | Program completion prepares students to sit for the Board-Certified Behavior Analyst exam (via Pathway 2- will need additional course and field work). | Program completion prepares students to sit for the Board-Certified Behavior Analyst exam (via Pathway 1) | Program completion prepares students to sit for the Board-Certified Behavior Analyst exam (via Pathway 1) |
| | MS Educational Studies – Educational Leadership and Policy Studies with licensure and Building Level Administrator Licensure | N/O | National Policy Board for Education Administration Council for the Accreditation of Educator Preparation (CAEP) | National Policy Board for Education Administration |

| | | | | |
|---|---|---|---|---|
| | MS in Education | Not accredited (1) | N/O | N/O |
| **Licensure Programs** | English Language Learning High Ability Career and Technical Education Directorship Transition to Teaching | N/O | CAEP | CAEP |
| | MS Educational Studies – with Special Education initial and additional licensure for mild and intense intervention | N/O | CAEP | N/O |
| | PhD-Counseling | N/O (2) | N/O | American Psychological Association |
| | PhD-Educational Studies: Educational Leadership and Policy Studies Leads to Superintendent licensure | N/O | National Policy Board for Education Administration CAEP | National Policy Board for Education Administration CAEP |
| **HEALTH/PUBLIC HEALTH** | | | | |
| | MPH | Not accredited (3) | Council on Education for Public Health (CEPH) | Council on Education for Public Health (CEPH) |

| | MHA | Commission on Accreditation of Healthcare Administration Education *Candidacy status* | Commission on Accreditation of Healthcare Management Education (CAHME) candidate | N/O |
|---|---|---|---|---|
| | MS Health Informatics | Healthcare Information and Management Systems Society (4) | N/O | N/O |
| | MS Homeland Security | International Fire Service Accreditation | N/O | N/O |
| | MS Occupational and Environmental Health | N/O | N/O | Applied and Natural Science Accreditation Commission |
| | MS- Speech, Hearing, Language | N/O | N/O | American Speech-Language-Hearing Association |
| | Audiology Doctorate | N/O | N/O | American Speech-Language-Hearing Association |
| | MS-Medical Physics | N/O | N/O | Commission on Accreditation of Medical Physics Education Programs (CAMPEP) |
| | PhD- Medical Physics | N/O | N/O | Commission on Accreditation of Medical Physics Education Programs (CAMPEP) |

| **LAW** | | | | |
|---|---|---|---|---|
| | JD | California Bar (5) | N/O | N/O |
| | | Indiana Bar (6) | | |
| | | Connecticut Bar (7) | | |
| **LIBERAL ARTS** | | | | |
| | MFA- Visual Performing Arts | N/O | N/O | National Association of Schools of Theatre |
| **NURSING** | | | | |
| | MSN | Commission on Collegiate Nursing Education (CCNE) | N/O | Commission on Collegiate Nursing Education (CCNE) |
| | DNP | CCNE | N/O | CCNE |
| **PHARMACY** | | | | |
| | PharmD | N/O | N/O | Accreditation Council for Pharmacy Education |
| **VETERINARY MEDICINE** | | | | |
| | DVM | N/O | N/O | American Veterinary Medical Association |

N/O= Not offered

Notes:

(1) The NPBEA is not a fit for the Purdue Global program. The Purdue Global programs do not focus on school system leaders (assistant principals, principals, superintendents). They also do not focus on educational policies and laws that guide licensure programs. Purdue Global MS Education focuses on developing classroom teachers and educators in areas such as classroom management, assessment, teaching practices, literacy, special needs, etc. Those in Purdue Global's MSE-Ed Leadership program take two additional courses in leadership, but it really is for educators to gain those additional skills if they want to move into staff development, department leads, or curriculum development.

(2) APA only accredits doctoral programs.

(3) Students from this program can also sit for the same exam as CEPH-accredited grads. They would need a relevant graduate-level degree and at least three years of public health work experience.

(4) Purdue Global also offers an MHI with a Health Information Management concentration. The MHIM concentration of the MHI incorporates the Digital Health Leader (DHL) certificate into the core courses. The DHL is accredited by CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education). If MHI students take one elective course, they will also qualify for the DHL. The MHI is an HIMSS (Healthcare Information and Management Systems Society) Approved Education Partner and HIMSS Academic Organizational Affiliate.

(5) 70% of Concord's enrollments come from outside California. There are many reasons why students might select to participate in this program without passing the California bar. For example, in many jurisdictions, there are relaxed rules for in-house counsel, such that they may not need to be licensed in the state in which they are located. Another example is that some PG students plan to use their legal training to go into fields that don't require a bar license at all, let alone an in-state license.

(6) Effective July 1, 2024, the Indiana Supreme Court amended its bar admission rules so that graduates of a non-ABA law school who are eligible to sit for the bar in another state upon graduation can petition the Indiana Board of Law Examiners for a waiver of the ABA educational requirement. This change was made as a direct result of PGLS's advocacy. So far, all such waiver petitions have been granted.

(7) On October 4, 2024, the Connecticut Bar Examining Committee approved PGLS graduates who graduated in 2024 or later to sit for Connecticut's bar exam immediately upon graduation, at least through 2027 (at which point PGLS will seek renewal).

# Review of one-year retention rates

## Purdue Global

| SCHOOL | PROGRAM MODALITY | AY 2021-2022 | AY 2022-2023 | AY 2023-2024 |
|---|---|---|---|---|
| Arts and Sciences | Online | 68% | 63% | 67% |
| Business | Online | 62% | 64% | 66% |
| Education | Online | 74% | 70% | 70% |
| Health Sciences | Online | 68% | 70% | 73% |
| Information Technology | Online | 69% | 67% | 63% |
| Legal Studies | Online | 58% | 64% | 67% |
| Nursing | Online | 71% | 74% | 77% |
| Public Safety (1) | Online | 60% | 59% | 54% |

Notes:

- AY (Academic Year): The period beginning July 1 and ending June 30 in the subsequent Calendar Year.
- AY Cohort: Matriculated students are included in an AY cohort when they begin their enrollment in the enrollment AY, and their enrollment is the first at the Academic Degree level for the student at PG. Students in an academic year cohort may have previously attended another college or university prior to enrolling with Purdue Global.
- (1) Public Safety programs have a large military, and first responders learners which requires stops and starts.

## Purdue West Lafayette Residential

| COLLEGE | PROGRAM MODALITY | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 |
|---------|------------------|-----------|-------------|-----------|-------------|-----------|
| Agriculture | Residential | 89.6% | 93.8% | 95.5% | 100.0% | 100.0% |
| Business | Residential | 98.5% | 89.5% | 100.0% | 90.9% | 98.6% |
| College of Pharmacy | Residential | 0.0% | | | | |
| Education | Residential | 93.8% | 66.7% | 94.1% | 100.0% | 100.0% |
| Engineering | Residential | 96.6% | 92.6% | 97.8% | 97.8% | 98.4% |
| Health and Human Sciences | Residential | 100.0% | 100.0% | 95.4% | 66.7% | 98.3% |
| Joint and Special Programs | Residential | 91.7% | | 80.0% | | 100.0% |
| Liberal Arts | Residential | 100.0% | 100.0% | 91.2% | 0.0% | 96.0% |
| Polytechnic Institute | Residential | 93.5% | 88.5% | 97.6% | 100.0% | 95.3% |
| Science | Residential | 95.8% | 92.9% | 100.0% | 94.1% | 96.3% |
| Veterinary Medicine | Residential | 95.2% | | 88.9% | 100.0% | 86.4% |

## Purdue University Online

Purdue University Online looks at "New to Purdue at the Graduate Level" when calculating retention. This means they only look at those students who are pursuing their first master's degree at Purdue. If a student already earned a master's degree from Purdue and is now working on their second, they are excluded. Students may begin at three different times during the year but are only put into two cohorts per year. Students who start in Summer or Fall are put into one cohort. Students who start in Spring are put into a separate cohort. One year later (either Fall or Spring depending on when the student first enrolled) they check to see if that student is either enrolled, graduated, or left with no degree. Retention is calculated as the % of the cohort that either is enrolled

in the following Fall or has since graduated divided by the total initial cohort. Example: 2 students start Summer 2022, and 8 students start in Fall 2022 = 10 students in this cohort. In Fall 2023, 1 student has already graduated, 8 students are enrolled, and 1 student is not enrolled. The 1-year retention is Retention = (1 + 8)/ 10 = 90%. Note: working professionals often need to take a semester off due to work or family demands, so we expect lower retention term to term.

| COLLEGE | PROGRAM MODALITY | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 |
|---|---|---|---|---|---|---|
| Agriculture* | Hybrid | 29.8% | 88.9% | 100.0% | | 90.9% |
| Agriculture** | Online | | | | | 0.0% |
| Business | Hybrid | 85.9% | | 89.8% | | 100.0% |
| Business | Online | 81.2% | 78.4% | 77.7% | 81.9% | 84.9% |
| Education | Hybrid | 75.0% | | | | |
| Education | Online | 86.7% | 82.6% | 86.3% | 87.2% | 79.5% |
| Engineering | Online | 76.8% | 80.5% | 79.4% | 77.6% | 79.0% |
| Health and Human Sciences | Hybrid | 100.0% | | | | |
| Health and Human Sciences | Online | 82.6% | 82.8% | 71.7% | 69.0% | 87.5% |
| Joint and Special Programs | Hybrid | | | 0.0% | | |
| Joint and Special Programs | Online | 88.9% | 80.0% | 70.0% | 50.0% | 75.0% |
| Liberal Arts | Online | 91.2% | 90.0% | 89.3% | 78.3% | 79.4% |
| Polytechnic Institute | Online | 72.6% | 80.4% | 78.7% | 78.3% | 79.7% |
| Science | Online | 100.0% | 83.3% | 85.7% | 50.0% | 71.9% |

*Agriculture's hybrid program retention appears low only because one of the programs has a special grant-funded opportunity for a large cohort only in particular years.

**Agriculture's online retention rate is low in 2023 due to the launch of a new program that had only one student in that cohort and who needed to drop due to work commitments.

# Role of instructional design and learning technologies in online education

The Ad Hoc committee met with Jason Fish, Executive Director of Teaching and Learning Technologies (TLT) for Purdue University Online; Cody Connor, Director of Instructional Design for Purdue University Online; and Judy Lewandowski, Vice Provost for Adult Teaching and Learning for Purdue Global on 7.11.24.

The committee sought to understand how the course design process worked for both Purdue University Online and Purdue Global. In addition, the committee sought to understand the services and tools available/needed to create effective online courses.

The course design process follows online education best practices at both institutions. At Purdue Global, the process is centralized and collaborative, where the subject matter expert works closely with the curriculum design and operations team to develop the course, providing consistency in course content as well as student experience. Once a course is designed, instructors teaching those courses are provided with the syllabus, content, and materials. Whereas Purdue University Online's TLT will work with faculty to design course and program-specific pedagogical material.

***These materials were provided by the Teaching, Learning, and Technology staff:***

- Teaching and Learning Technologies presentation
- Course Design Process for Purdue Global
- Purdue Global Teaching and Learning Model White Paper
- Purdue Global Course Overview Video (approx. 6 min)--- This provides an overview of Purdue Global course layout
- Purdue Global Virtual Campus Tour Video (approx. 4 min)---This was designed for students to showcase the virtual resources.

The Ad Hoc committee met with Dave Nelson, Associate Director of the Center for Instructional Excellence on 11.26.24. The committee was referred to the Innovative Learning website for available tools and resources for residential and online education.

The Innovative Learning team is composed of members from the Center for Instructional Excellence, Libraries and the School of Information Studies, Purdue University Online, and Teaching and Learning Technologies. Currently, Innovative Learning is fully resourced to meet the needs of faculty teaching in online environments.

The following resources are available at Innovative Learning:

Online and Hybrid Resources: This site provides content aimed to increase Purdue instructors' knowledge, skills, and abilities in both designing and delivering an effective online or hybrid course.

PoRTAL (Purdue Repository for Online Teaching and Learning): Topics include: instructor strategies, course enhancement, pedagogy, active learning, sample tools, and policies to help online instructors and online courses be engaging.

CoPILOT (Cohort Program for Innovation and Leadership in Online Teaching): CoPILOT is a semester-long, online instructor development program. The goal of CoPILOT is to enable Purdue University instructors to both develop and deliver high quality (asynchronous, accessible, active-learning) online courses in a scalable, collaborative, and community environment. Specifically, CoPILOT creates cohorts of Purdue faculty in which participants, both individually and collaboratively, enhance their understanding and ability to:

- develop course outcomes and learning objectives;

- design assessments and activities aligned to outcomes and objectives, appropriate for online delivery;

- determine and design course content that incorporates research-based practices for online teaching into course design;

- familiarize themselves with Purdue University Online functional areas; and

- identify and determine best practices for online courses delivery.

# Role of Office of Industry Partnerships

The Ad Hoc committee met with the Office of Industry Partnerships (OIP) on 9.13.24. OIP works with businesses, faculty, staff, and students to create mutually beneficial partnerships. Two offices of specific interest to this Ad Hoc committee are Educational Partnerships and Military Partnerships. When determining if an industry/employer should partner with Purdue University Online or Purdue Global, OIP shares Purdue's capabilities at a high-level, listens to the customer's needs, and then discusses with them how to fill their gaps in workforce development. Once OIP understands their needs, they share programs with the appropriate learning outcomes from across the portfolio. At the date of the meeting, 9.13.24, this was the structure of OIP:

- Diana Hancock, Associate Vice President of Educational Partnerships who is charged with all Business to Business (B2B) sales and coordination for both Purdue Global and Purdue University Online. She manages both an internal team focused on business development as well as manages external third-party partnerships with Kaplan North America, Guild, and others.
- Matthew Wagner, Senior Director of Educational Partnerships
- Kelvin Gumbs, Executive Director of Military Educational and Strategic Partnerships. Kelvin manages the online education military strategy for both Purdue University Online and Purdue Global. His goal is to position the Purdue brand as the leading online university provider to advance career readiness and professional development of military servicemembers, veterans, and eligible dependents.
- OIP Education Partnerships Presentation

In January 2025, OIP was restructured, and most of the team is currently working under the leadership of Purdue Global's VP of Enrollment Management. Diana Hancock has since retired. Dimitrious Peroulis is the Senior Vice President for Partnerships and Online. Luna Lu is the Vice President for the Office of Industry Partnerships.

# Financial aspects

## Tuition discounts

**Tuition discounts for Purdue Global:**

Purdue Global supports Purdue West Lafayette faculty/staff and family members' benefits through the Gift of Knowledge policy.

**Tuition discounts for Purdue University Online:**

Purdue West Lafayette's online programs operate on a cost-reimbursement budget model, meaning costs are recovered, but profits are passed onto the units. Due to this cost-reimbursement model, for tuition discounts to be offered to faculty, staff, and families, money must come from the units, colleges, or central administration.

**Tuition discounts for Purdue University West Lafayette:**

Purdue employees, spouses, and dependents are eligible for fee remissions for eligible residential programs, although this excludes professional and online programs. These fee remissions are funded through fringe benefit rates.

The Ad Hoc committee met on October 9, 2024 with:

- Eva Nodine, Vice President and Deputy CFO for Purdue University and Financial Officer and Chief Operating Officer for Purdue Global
- Jason Dietz, Senior Director of Finance (emphasis area includes Purdue University Online)

**The committee asked the following questions, and written responses were provided by Ms. Nodine and Mr. Dietz.**

## What are the current financial barriers that have thus far recommended against Purdue employee tuition discounts for Purdue University Online?

Purdue employee, spouse, and dependent fee remissions for currently eligible residential programs (excluding Purdue University Online and residential professional MS programs) are funded through a fringe benefit rate charged in the payroll process to the funding sources of employee salaries. The current rates for staff and other (spouse/dependent) fee remissions are 0.10% and 0.28%, respectively, of total salary

excluding student and temporary staff salary. The other fee remissions are not chargeable to federal funds.

- *Can an argument be made that tuition discounts for Purdue employees (not children) are an investment rather than a pure outflow?*

  There would be costs associated with an expanded staff fee remission benefit. There would be foregone revenue associated with a staff tuition discount. Of course, there may be benefits of supporting continuing education for employees, such as job effectiveness, promotability, and/or retention. However, the impact of the various tuition discounts on retention and promotion have not been studied at Purdue.

- *Would tuition discounts force higher course caps to allow space to "recover" lost income?*

  If Purdue University Online and/or residential professional MS programs were to be incorporated into the fee remission structure, then it is likely that costs would increase, and the fringe benefit rate charged to university payroll would need to increase accordingly. This would act as a budget reduction to each college/unit's operating budget expenditures. To address the reduction, it is possible that some colleges might consider higher online course caps.

## Is Purdue Global financially considered a separate 'company' or affiliated under Purdue's incorporation?

Purdue Global is a separate entity, wholly owned by Purdue University.

- *Is Purdue Global meant to be self-sustaining?*
  Yes, and is self-supporting.

- *What is the financial health of Purdue Global and how is it attached to Purdue as a whole?*
  We are currently wrapping up our FY24 Audit with Plante Moran, and our liabilities are similar to prior years. Current liabilities are approximately 83% of all liabilities and are payables due to Kaplan (KNA) and other vendors at year end. Long-term liabilities consist of the accrued fee payable to KNA, which is capped based on the current Terms of Operating Standard Agreement (TOSA) approved by the Department of Education.

  Purdue Global remains in good financial standing and has an increase in Net Position again in FY24. Since FY20, Purdue Global's Net Position has increased approximately $12M. The only deficit incurred was in FY23 and was due to strategic investments in student success and academic initiatives.

  NOTE: 2023 Financial Audit Summary and Full Report Available Online

# Marketing of programs

The Ad Hoc committee met with Marty Gustafson, Executive Director of Marketing for Purdue University Online, on 7.11.24.

***The following information was provided by Purdue University Online Marketing:***

- Purdue Global started with a huge focus on brand awareness- it was important for people to know who they were and that they are part of the Purdue portfolio. Now, they are starting to shift marketing towards programs and more tailored messages.
- Purdue Global helps students with prior learning assessment, giving credit for past life experience.  Schools need a special accreditation to do this at scale, and Purdue Global has this special accreditation and is efficient at processing it, which adult learners appreciate and is hard to do well—big strength for Purdue Global.
- Purdue West Lafayette, which includes Purdue University Online, needs less brand awareness- people know who Purdue is and what they do.
- Purdue University Online targets alumni, current West Lafayette residential students, and future leaders in their fields looking for a challenging program. Strategies to communicate with the West Lafayette campus include electronic messages in Purdue's Union and emails from registrar (3 times a year). Dimitri Peroulis is communicating to Deans about Purdue University Online, and at least 1 Purdue University Online article goes into Purdue Today each week for faculty/staff awareness.  Purdue University Online senior managing directors ("admin leads") are embedded in each college to help with faculty/staff contacts.
- President Chiang wants Purdue University Online to go from current 5k students to 12k and for Purdue Global to go from current 36k students to 100k.  Veterinary Nursing Distance Learning associate's degree program is Purdue University Online's largest at 700+ students.  Purdue Global's largest program has thousands of students*.*

**The committee asked the following questions, and written responses were provided by Ms. Gustafson:**

## How can communication be improved to help Purdue West Lafayette faculty, staff, students, and alumni understand and gain a better appreciation of the role of Purdue Global and Purdue University Online?

Purdue University Online Marketing's primary focus is to speak to prospective students, so the majority of our work is external.  We do have a separate communications strategy (see below) for sharing information on the President's vision for online learning with campus (see https://www.purdue.edu/onlinelearning/).

**Websites**

- Purdue University's online programs can be found at purdue.edu/online.

- Purdue's Central Marketing and Communications team (Brand Studio) is currently working with a user experience design company to study the Purdue.edu website experience for graduate and online students. Online option are available under "Become a Student" https://www.purdue.edu/home/become-a-student/ but not under "academics" or "Majors." Brand Studio updated the purdue.edu site in December to make more options for graduate and online learning visible. We hope their recommendations will lead more students to quickly find what they are looking for.

- We have also recently terminated the single website that was developed as a part of the Kaplan purchase and establishment of Purdue University Online in 2018. This web portal listed all online programs across all campuses in the Purdue system but with little explanation, differentiation, or support for students to find the right campus and program for their educational needs. It created confusion for the market, and on June 30, 2024, President Chiang terminated the contract that required this site. Each campus in the Purdue system now maintains a separate website to serve its target students and showcases their own offerings. Separate websites make it much clearer to students which campus they are investigating and what it offers.

## Communications Strategies

- Purdue University and Purdue Global Brand Guidelines is provided for campus communicators (https://marcom.purdue.edu/our-brand/purdue-brand-guides/) to ensure everyone is using the same messaging on the President's vision for Online Learning.

- Significant effort was made by Purdue's Central marketing team in 2021-23 to communicate the Purdue Global rebrand. This effort showcased Purdue Global as Purdue's online campus for working adults and embraced it as part of the Purdue family. The prominent placement of Purdue Global in West Lafayette athletics and Purdue Today was intended to raise awareness on campus of Purdue Global as the entity serving working adults, primarily with degree completion programs. The origin video for this effort is here: https://youtu.be/a9_q1GoLAlw?si=-VyRR-vZdr7u8ynq .

- Purdue University Online communicates regularly with faculty on a schedule set by the Provost's Office:
  - Twice per term Faculty Newsletter from Purdue University Online, detailing faculty training opportunities, new online teaching tools, funding available from Purdue University Online, new program launches, student successes, and college online admin/academic lead contact information.
  - Purdue University Online Senior Vice President Dimitrios Peroulis meets twice per term with each Dean to discuss existing performance and new online opportunities.
  - Purdue University Online publishes a story/news article twice per week in Purdue Today.

For alumni, Purdue University Online runs the following with the support/oversight of Purdue for Life (PFL):

- Up to four times year emails to alumni on Purdue University Online programs and student successes (sent by PFL)
- Up to four times year placements in the PFL Lifelong Learning Newsletter (sent by PFL)
- Link on the PFL Lifelong Learning website
- In 2024, a new MOU with PFL provides Purdue University Online access to alumni profiles that can be targeted with social media Purdue University Online posts on various social media platforms.

For on-campus students, Purdue University Online communicates through:

- Two term announcements in the enrollment management-driven newsletter to all students
- Four Winds digital signs in select campus buildings/union
- Printed signage in select campus buildings (Engineering, Liberal Arts, Young Hall)
- Purdue University Online is a Grand Prix sponsor (signage, tent, website)
- Purdue University Online is a graduation sponsor (program, digital advertising, tent)
- Purdue University Online encourages program faculty and staff to connect directly with their undergraduates on continuing education online after graduation

For off-campus prospective students, Purdue University Online communicates through paid marketing efforts, including search engines (Google, Bing), social media (Meta, LinkedIn, Quora, Reddit), video (YouTube, Connected TV ads), industry association conferences and newsletters, along with email campaigns, in-person events and earned organic media.


## Is there a common story that can be told about all Purdue affiliated programs?  Or is it better to separate Purdue Global and Purdue University (residential and online) for the public?

Purdue's land-grant mission drives all Purdue system schools to serve the students of our state and beyond with quality educational opportunities. This theme is shared in many of our materials across campuses and campaigns as our common purpose.  This message is in the shared language across many of our press releases:

*Purdue University is a public research institution demonstrating excellence at scale. Ranked among the top 10 public universities and with two colleges in the top four in the United States, Purdue discovers and disseminates knowledge with a quality and at a scale second to none. More than 105,000 students study at Purdue across modalities and locations, including nearly 50,000 in person on the West Lafayette campus. Committed to affordability and accessibility, Purdue's main campus has frozen tuition for 13 years in a row. See how Purdue never stops in the persistent pursuit of the next*

*giant leap — including its first comprehensive urban campus in Indianapolis, the new Mitchell E. Daniels, Jr. School of Business, the One Health initiative, and Purdue Computes — at **https://www.purdue.edu/president/strategic-initiatives**.*

Purdue's Origin Video: https://youtu.be/a9_q1GoLAlw?si=-VyRR-vZdr7u8ynq

Modified Origin Video for Purdue University Online: https://youtu.be/I0G8ly-qCuM?si=esqXOg_gCEjrAtOV

Each Purdue entity targets outreach to the students they best serve through individual marketing campaigns. These campaigns focus on sharing the needs and benefits of the program, location, or initiative that may be of most interest to a particular population. Targeting these campaigns as closely as possible to the right audience helps the message stay relevant and drive appropriate action. This is why we speak separately to alumni, 16–18-year-old high school students, donors, working professionals or adult degree completers for example.

Sample Purdue University Online Video: https://youtu.be/qjZyCOujC10?si=R8Btl36SMXZapEbO

Some campaigns will be seen by multiple audiences, often when the goal of the campaign is to increase overall brand awareness. Generally speaking, lifting the brand has benefits for all entities in the system, as it makes Purdue's name top-of-mind.

In 2022, during the launch and rebrand of the Purdue Global brand marketing campaign, there was much joint market research which resulted in two separate brand guidelines being developed.

## How are these Purdue branded educational opportunities marketing course sizes and instructor contact, and how are the instructors of record supported in delivering the marketed promises?

Program level details are generally not included in marketing messaging for either Purdue University Online or Purdue Global. These are shared via website content that is approved by academic directors and departmental teams.

Purdue University Online does emphasize that graduate degrees and certificates earned online are from Purdue University, just like those earned in residence on the West Lafayette campus, with instruction from the same innovative campus faculty. The academics of all Purdue University Online programs are owned and managed by Purdue West Lafayette departments, and they are involved in review of marketing materials from Purdue University Online to ensure accuracy and consistency.

# Q&A follow-up for Purdue University Online

After the initial fact-finding of the Ad Hoc committee, follow-up questions were posed to Purdue University Online. The responses are summarized by the Ad Hoc committee.

1. **Why is there a "firewall" between PUO and PWL programs?  Why cannot students move back and forth between modalities as needed?  For example, why cannot a student in the residential MPH program take classes from the online MPH program?**

   *-There is a Graduate School policy around not mixing modalities.  In spring 2023, conversations were held across campus regarding how this policy affects growth and revenue opportunities. Relevant offices include ISS, the Graduate School, Enrollment Management (Bursar, Registrar, Financial Aid).*

   *-Visa requirements for international students and online course limits*

   *-Pricing – Online programs are self-supporting and pricing is market based. Residential programs operate based on an incremental base budget model. An online program is only sustainable with revenue flowing as part of a self-supporting model. There is dedicated support for marketing, recruiting, student support, instruction, instructional support, and infrastructure that is unique to the online programs.*

2. **Who writes the academic regulations for a degree in Purdue University Online?**

   *The Purdue college/department determines academic regulations for both residential and online degrees. Online and residential programs go through the same approval processes, including Graduate Council, Board of Trustees, and Indiana Higher Education Commission.*

3. **How does (or does not) teaching Purdue University Online courses impact the course load for Purdue West Lafayette residential faculty?  Are these above and beyond the expected course load? Are these "overload"?**

   *This is college/department specific. There is not a standard definition of load. The Purdue University Online financial model is flexible enough to allow for either in-load or overload compensation, as determined by the department head and dean for each program.*

4. **Who are the academic and admin leads for each college?  What do they do?  When do you talk to them?**

   *This was included on page 3 of Senior Vice President Peroulis' Fall 2024 newsletter: PUO News for Faculty 10-16-2024.pdf  or on the website at https://www.purdue.edu/online/leadership/.*

*You can consider your administrative lead as your single point of contact for all things online and professional education. They are your connection to the broader Purdue University Online team.*

5. **Why has Engineering been so successful with online graduate programs?  What lessons can other colleges learn from them?**

   *Purdue's reputation as a top 10 engineering school and leader in STEM education makes it a well-known and in-demand location for graduate school. From a marketing perspective, it means a large number of potential students seek out Purdue or respond to our proactive advertising. The success of the programs in national rankings also provides exposure. They also offer broad in-demand degrees (Mechanical, Electrical, Civil, Interdisciplinary, etc.) and let students specialize through curricular options.*

6. **Why do students choose Purdue University Online?**

   *Purdue University Online's Spring 2023 pre-coursework survey found:*
   - *93% of students listed increased opportunities as their biggest motivator to become a learner*
   - *91.7% also listed personal fulfillment as a motivating factor*
   - *76.5% also listed increased salary as a motivating factor*

# Q&A follow-up for Purdue Global

After the initial fact-finding of the Ad Hoc committee, follow-up questions were posed to Purdue Global. The responses are summarized by the Ad Hoc committee.

Purdue Global fact sheet describes Purdue Global's overall student population and our program outcomes.

1. **How does accreditation work for Purdue University Online and Purdue Global?**

   *Purdue University and Purdue Global are separately accredited by the Higher Learning Commission (HLC).*

2. **Why is there a "firewall" between Purdue Global and Purdue West Lafayette programs?**

   *Purdue Global and Purdue West Lafayette are two separate universities, just like any other two entities.  A student must apply to each university separately and use transfer credit policies to apply credits from one to the other. This separation into two different universities was a requirement for accreditation by HLC as well.*

# Ad Hoc Committee Recommendations

**Based on the fact-finding and discussions the Ad Hoc Committee has completed over the past year; we propose the following recommendations and specific strategies:**

*Recommendation 1) Continue to clarify and market the differences between Purdue University's online programs and Purdue Global:*

**RATIONALE:** The committee recognizes that Purdue Global and Purdue University Online programs support different demographics and student types. However, it is evident from talking with our colleagues, both within and outside of the Purdue system, that the differences between Purdue University's online programs and Purdue Global are not clear to them. In addition, many hiring employers also do not know the differences between these two online entities. Further, some online opportunities at Purdue University are a lesser-known entity compared to Purdue Global which limits the potential for further growth. The University should be investing additional resources into marketing Purdue University's online programs. However, marketing costs, including the university-wide brand campaign, are passed onto the Colleges, which contributes to Purdue University Online services becoming cost-prohibitive for smaller online programs.

**Strategies:**

A. Provide information about Purdue University Online and Purdue Global at all new university-level faculty and staff orientations.

B. Increase the marketing capacity and resources of Purdue University Online, without passing these costs to the colleges/units.

   o Stop passing the expense of the Purdue University Online Brand Campaign onto the Colleges.

   o Consider specific/additional Purdue University Online marketing resources for programs which also exist within Purdue Global

      o Master of Health Administration, College of Health and Human Sciences

      o Master of Public Health, College of Health and Human Sciences

      o Master of Business Administration, Daniels School of Business

      o Master of Science in Information Technology, Polytechnic

      o Master of Science in Educational Studies (MSED): Applied Behavior Analysis, College of Education

      o Master of Science in Educational Studies (MSED): Learning Design and Technology, College of Education

C. Change the tag line for Purdue Global, which currently states, "*Purdue Global, Purdue's online university for working adults*" TO "*Purdue Global, the Purdue system's online university for working adults*"

D. Purdue Global, Purdue University Online, and Purdue West Lafayette marketing should revise/update their strategic plan to more clearly distinguish the differences between these entities.

E. To ensure a comprehensive understanding of online offerings, future work should include the regional campuses.

## *Recommendation 2) Revise marketing strategies which combine messaging about Purdue University West Lafayette with overall Purdue System messaging:*

**RATIONALE:** Popular press and ranking systems have confused/mixed-up Purdue Global and the Purdue West Lafayette campus (i.e., Newsweek 2022 article, Forbes best online colleges for military article). Purdue press releases include this messaging at the end: "*Purdue University is a public research institution demonstrating excellence at scale. Ranked among top 10 public universities and with two colleges in the top four in the United States, Purdue discovers and disseminates knowledge with a quality and at a scale second to none. More than 105,000 students study at Purdue across modalities and locations, including nearly 50,000 in person on the West Lafayette campus. Committed to affordability and accessibility, Purdue's main campus has frozen tuition 13 years in a row. See how Purdue never stops in the persistent pursuit of the next giant leap — including its first comprehensive urban campus in Indianapolis, the Mitch Daniels School of Business, Purdue Computes, and the One Health initiative.*"

Given that Purdue Global is considered a separate entity under separate accreditations, messaging from Purdue West Lafayette should be revised to maintain the focus on Purdue West Lafayette.

**Strategy:**

A. Revise the press release statements to only include statements and data regarding Purdue University West Lafayette.

B. Add a specific statement on press releases mentioning Purdue University's online programs and certificates.

## *Recommendation 3) Streamline processes and interfaces between Purdue West Lafayette residential and Purdue University online programs.*

**RATIONALE:** There is confusion among Purdue West Lafayette faculty, staff, and students regarding how Purdue West Lafayette residential interfaces with Purdue University Online. Given that both the residential and online programs are under the West Lafayette campus, there should be more integration of processes. Purdue

University Online offers courses that would be desirable to residential graduate students. Further, Purdue West Lafayette faculty and staff would be interested in attending Purdue University Online programs if tuition assistance was available.

**Strategies:**

A. Strategize how to offset tuition costs for faculty/staff to attend Purdue University Online.

B. Clearly articulate and review options for standardizing how colleges/departments calculate Purdue University Online courses into faculty compensation and/or teaching loads.

C. Reduce the financial and administrative barriers to allow access to courses between Purdue West Lafayette residential and online For example, explore options for Purdue West Lafayette residential students to enroll in Masters of Science in Artificial Intelligence  and Masters of Science in Data Science core courses.

## *Recommendation 4) Ensure all faculty have access to AND utilize best practices in online education to maintain rigorous online courses.*

**RATIONALE:** The Senate survey revealed that many faculty believe online courses are not as rigorous as residential instruction. Further, many faculty, staff, and graduate students are not aware of the University resources available to facilitate best practices in online education.

**Strategies:**

A. Unit leaders should encourage faculty and staff to apply for CoPILOT: Cohort Program for Innovation and Leadership in Online Training to facilitate development of accessible online courses using research-based online course pedagogy.

B. Purdue University administration will allocate additional resources to the CoPILOT program to allow more faculty and staff to be able to enroll in this program.

C. Faculty, staff, and graduate students creating or teaching in an online environment should consult with the Center for Instructional Excellence and Teaching & Learning Technologies.

D. Dedicate a specific section for online education resources in each *Teaching and Learning Updates* email from the Senior Vice Provost for Teaching and Learning

E. The University should prioritize more faculty and staff working with the course production team to enhance and develop online courses and go through the Quality Matters-correlated Course Design Evaluation Rubric upon creation and then every three years. Release time for participation should be considered.

# Appendix 1: University Senate Survey circulated April 2024

In April 2024, the Ad Hoc committee created and disseminated an online survey seeking input from University Senators regarding graduate programs across Purdue West Lafayette, Purdue University Online, and Purdue Global. The following are the questions asked with a summary of themes identified in the 265 responses.

**Abbreviations:**
PG= Purdue Global
PUO= Purdue University Online
PWL= Purdue West Lafayette campus
OIP= Office of Industry Partnerships

## What opportunities/synergies do you see for Purdue West Lafayette's residential and online graduate programs and Purdue Global's online graduate programs?

- Consider more certificate or non-degree programs
- Consider wider degree offerings
    - Early childhood education
    - Addiction specialist
    - Master's in social work
    - Nursing
    - Digital forestry
- Provision of flexibility for students and staff
- Could develop more interdisciplinary networking among graduate students
- Prefer to put distance between PWL/PUO and PG instead of synergies
- PG is viewed as a competition which makes synergy hard/impossible
- PG should not offer graduate online education
- Where overlap exists, there could be opportunities to avoid
    - Differentiate programs with specialties
    - Offer a certificate at one location and a full degree program at the other
    - Have one program feed into the other

## What do you see as the inherent strengths and weakness of graduate program offerings through Purdue Global, Purdue West Lafayette residential, and Purdue West Lafayette online?

STRENGTHS:

- Academic rigor of PWL
- PWL has strong faculty
- PWL provides numerous opportunities and meaningful connections for students

- PG is flexible
- PG provides accessibility for non-traditional students
- PG is career focused
- PUO has academic rigor and strong faculty

WEAKNESSES:

- Public (and many students/faculty/staff) cannot distinguish between PWL, PUO, and PG
- Competition between institutions
- Lack of consistency between institutions
- Lack of clear governance/administration across institutions
- PG tarnishes Purdue's reputation
- PG has less rigorous programs
- Credits do not transfer (easily)
- Land grant university should not have a for-profit entity
- PUO financial model does not work for all programs, especially smaller programs

## Is there anything else you would like to share regarding graduate programs at Purdue Global and/or Purdue West Lafayette (residential and/or online) that would inform the committee's work?

- Need to better distinguish between entities
- Students need to clearly identify which institution they went to, diplomas are too similar
- The financial models are not clear

## What questions would you like the Ad Hoc Committee to look into regarding Purdue Global's online graduate program and Purdue West Lafayette's residential and online graduate programs?

- What is the funding model for faculty and instructors?
- Transparency on financial health of entities
- How could credits transfer?
- What are the graduation rates?
- Where do students work after graduation?
- How can prospective students distinguish between accredited and non-accredited PG programs?
- Clear faculty and instructor profiles/qualifications of PG

# Appendix 2: Committee member bios

**Libby Richards, Committee Chair, Purdue West Lafayette, School of Nursing**

Libby Richards, PhD, RN, is a professor at Purdue University's School of Nursing. She received her PhD in public health promotion from Purdue University, her MSN in community health nursing from Indiana University, and her BSN from University of Saint Francis in Fort Wayne, IN.  She is the Director of the PhD program in the School of Nursing. In addition, she is a faculty associate for Purdue's Center for Aging and the Life Course and a faculty partner for Purdue's Center for Families. Her research explores individual and interpersonal influences of physical activity. She is currently the co-chair for the Ageing Special Interest Group for the International Society of Behavioral Nutrition and Physical Activity and the past chair and founding member of the Physical Activity Section of the American Public Health Association.



Dr. Richards' research informs health promotion interventions that positively impact community health by improving physical activity across populations. As a public health nurse, Dr. Richards widely disseminates health education about the importance of vaccinations, flu prevention, and physical activity promotion. She has reached audiences through print sources such as *The Wall Street Journal, the Washington Post, the Chicago Tribune, Newsweek, AARP, and Readers' Digest.*  Her online presence has wide public reach with articles regarding the importance of vaccination and physical activity promotion in *The Conversation* surpassing over 2 million readers.

**Brian Leung, University Senate Immediate Past Chair, Purdue West Lafayette, English**

Brian is the Immediate Past Chair of the University Senate and the convener of this ad hoc committee.  He is a Professor in the Department of English, and the author of several novels. His forthcoming fiction collection, *A Terrifying Brush with Optimism,* will be published in spring, 2024.   He joined Purdue University in 2014. Prior to joining Purdue, he worked with the U.S. Department of State Institute on Contemporary U.S. Literature where, in his final year, he served as Principal Investigator and Director. He is a recipient of the University of Louisville's President's Award for Outstanding Scholarship, Research, and Creative Activity, and a College of Arts and Sciences Outstanding Research and Creative Activity Award at that same institution.  Currently, he serves as Director of Creative Writing at Purdue

University. A native of California, he received his M.F.A. in Creative Writing from Indiana University. He has teaching experience in fiction, creative nonfiction, poetry, drama, literary genre, and special topics in contemporary American literature. His writing interests include writing within difference and diversity including concerns surrounding race, class, gender, and sexuality.

**Susan South, University Senate Chair, Purdue West Lafayette, Psychological Sciences**

Dr. South received her undergraduate degree in psychology and graduate degrees (M.A., Ph.D.) in clinical psychology from the University of Virginia. She completed her clinical psychology internship at the Medical University of South Carolina. After a postdoctoral fellowship at the University of Minnesota, Susan came to Purdue for her first faculty position. Susan South began her academic career at Purdue University in 2008. She was promoted to Associate Professor in 2014 and Full Professor in 2021. She currently serves as the Director of Clinical Training for the doctoral program in clinical psychology. She is the vice-chair of the Purdue University Senate. Past service includes serving on and chairing several search committees and chairing the College of Health and Human Sciences Faculty Affairs Committee.

Susan is an internationally recognized researcher who investigates the links between **romantic relationship functioning,** personality, and **psychopathology.** She has published over 100 peer-reviewed empirical publications on the assessment of relationship satisfaction, the links between mental illness and relationship distress, gene-environment interplay between relationship distress and mental illness, and gender differences in personality. Her current, NIH-funded researcher examines the links between interpersonal relationships and mild cognitive impairment.

**Maricel Lawrence, Representative of Purdue Global, Innovation Catalyst**

Maricel Lawrence, EdD, is the Innovation Catalyst at Purdue Global, where she plays a key role in shaping the future of education and work. She earned her Doctor of Education in Leadership & Innovation from Arizona State University, her master's in adult education and training from Colorado State University, and her bachelor's degree in Spanish from Indiana University. Maricel's career in higher education began at Purdue University, where she contributed to the development and launch of online courses and programs. Before joining Purdue Global, she served as the executive director of UMOnline at the University of Montana, where she worked closely with the university's colleges to identify growth opportunities based on learner needs, workforce demands, and industry trends.

Dr. Lawrence is actively involved in research focused on integrating futures capacities within higher education institutions. Her interest in strategic foresight began during her time at the University of Montana, where she engaged in foresight practices to envision the university's future. In 2021, she further pursued her passion for strategic foresight by establishing a strategic foresight team at Purdue Global, collaborating with practitioners and researchers worldwide to shape a visionary path forward.
https://www.linkedin.com/in/maricel-lawrence-05181721/

**Ellen Gundlach**, **Representative of Purdue University Online,**

Senior Managing Director for One Health Online and Professional Education,
Colleges of Agriculture | Health & Human Sciences | Pharmacy | Veterinary Medicine

Ellen has a M.S. in Physical Chemistry from The Ohio State University, with a Master of Public Health (Health Statistics concentration) and a Graduate Certificate in Applied Statistics from Purdue University. She taught in the Purdue Departments of Mathematics and Statistics. She is a member of the Teaching Academy, a former associate editor of the Journal of Statistics and Data Science Education, and an IMPACT participant. Her awards include the UPCEA Midwest Regional Excellence in (Online) Teaching, Indiana Council for Continuing Education's Course of the Year, and the American Statistical Association's Journal of Statistics Education Best Paper for research comparing the effectiveness of residential, online, and hybrid modalities of a coordinated course. She was the inaugural Managing Director of The Data Mine and then became the Senior Managing Director ("admin lead") for Purdue University Online for the online education portfolios for the Colleges of Agriculture and Veterinary Medicine 2021 and adding the Colleges of Liberal Arts and Science in August 2023. In September 2024 she became the Senior Managing Director for One Health Online and Professional Education. https://www.linkedin.com/in/ellen-gundlach-9ba42943/

**Eric P Kvam, Representative of the University Senate Educational Policy Committee, Materials Engineering**

Eric P Kvam is a long-standing member of the faculty in Materials Engineering. He is acting as a correspondent for, and is past chair of, the Senate's Educational Policy Committee. He has taught twenty different courses in Materials Engineering and one in Archaeology, and served on several other committees at department, college, and university levels. His undergraduate work was at Iowa State, graduate degrees from the Massachusetts Institute of Technology, and held postdoctoral positions at University of Liverpool and Lawrence Berkeley National Laboratory before arriving at Purdue.

**Ajay Malshe Representative of the University Senate Faculty Affairs Committee, Mechanical Engineering** *(Spring 2024 involvement only)*

Ajay joined Purdue in 2020. He is the R. Eugene and Susie E. Gordon Distinguished Professor of Mechanical Engineering and currently serves as a Purdue University President's Fellow. Aja co-directs the eXcellence in Manufacturing and Operations Purdue Engineering Initiative (XMO PEI). He has gained a national and international reputation in academia, entrepreneurship and industries for advanced manufacturing, bio-inspired designing, functional multi-materials, and system integration and productization. Over the decades, application areas of his interest and contributions have included heterogeneous microelectronics for high-density systems; nanomanufacturing for extreme machines; in-space servicing, assembly and manufacturing (ISAM) at the point of need; and biomanufacturing for future foods and farms for equity.