

**Purdue University Calumet
Strategic Plan
2008-2013**

*Final DRAFT
April 1, 2008*

Campus Overview

Purdue University Calumet (PUC) is a regional campus of Purdue University serving about 9,600 students, located in a highly urban environment. The campus serves a diverse population of about half traditional students and half non-traditional students. Sixty percent of the student population is full-time. Seventy-four percent of its students are first generation college students (neither parent attended college). Minority students comprise about 30% of the total body and female students comprise 57% of the student body. Approximately 75% of our students work a significant number of hours per week, and 55% work 31 or more hours per week. The campus serves a state where only approximately 19.4% of the population over age 25 has a four-year degree or higher (2000 census data). In Lake County, where the campus is located, only about 16% of the population over age 25 has a four-year degree or higher, compared to a rate of 19.4% for the state overall. Lake County ranks twenty-first in post-secondary education within the state, even though it is the second most populous county in Indiana.

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

Looking Back: Purdue Calumet Strategic Plan 2001-2006

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

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

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

The 2008-2013 Strategic Plan=

The Purdue University Calumet 2008-2013 strategic plan builds on the accomplishments of our previous plan, extending our commitments to student success, community engagement, a quality learning environment, and faculty and staff excellence. Our plan is situated within the context of our regional needs and the state of Indiana's expectations for higher education.

Strategic Vision for Purdue Calumet

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

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

- Promoting educational excellence with a faculty committed to teaching, research, scholarship, and service;
- Providing innovative, experiential, research and design opportunities for both the undergraduate and graduate student;
- Improving the quality of life for the communities we serve through business, educational, cultural and civic partnerships;
- Embracing the wide diversity of our stakeholders by fostering a workplace where our students, faculty, and staff feel valued.

Strategic Goals: 2008-2103

Goal I: Foster Engaged Learning

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

1.1 Fully Implement the Experiential Learning Requirement for Undergraduate Baccalaureate Students.

1. Identify experiential learning opportunities such as internships, practica, senior design projects, study abroad, undergraduate research, service learning, and cooperative education that are tightly integrated into students' academic programs and engage students in these opportunities.
2. Expand graduate and undergraduate research opportunities on campus.

3. Form partnerships to create sufficient numbers of work experiences, many of which will be paid, for students to satisfy their experiential learning requirements.
- 1.2 Expand global engagement of our student community.
 1. Expand study abroad opportunities
 2. Increase presence of multi-national students on campus
 3. Expose students to global issues in their curriculum
- 1.3 Create active learning environments

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

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

- 2.1 Selectively increase undergraduate enrollments.
 1. Target high-achieving academically prepared students who are pursuing baccalaureate degrees.
 2. Target new market students who fit Purdue University Calumet's geo-demographic profile.
- 2.2 Expand graduate enrollments.
 1. Increase graduate enrollment to 15% of our student body.
 2. Develop master's level programs with distanced education options.
 3. Increase graduate student financial support.
 4. Develop graduate certificates in targeted areas.
- 2.3 Stimulate the creation of businesses in our region related to targeted growth areas identified by the State of Indiana: advanced manufacturing, logistics, computing technology and life sciences.
- 2.4 Provide professional development support and academic outreach to the Hammond Academy for Science and Technology and other professional development school sites in Northwest Indiana.
- 2.5 Expand career development and placement services to Purdue Alumni.
- 2.6 Expand arts and cultural programming in our region.
- 2.7 Establish or strengthen partnerships with organizations and industry to address environmental issues.

Goal III: Improve Student Success

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

- 3.1 Expand use of contemporary learning technologies to provide a variety of course and degree delivery methods.
 - 1. Support a wide range of course and degree delivery methods to meet the needs of our multifaceted student body.
 - 2. Develop virtual laboratories so students may access software tools and hardware from off-campus locations.
 - 3. Develop the technology infrastructure and facilities to create flexible learning spaces that attract, challenge and engage students while serving their diverse learning styles.
 - 4. Make available learning support services (library, technology, tutoring,) in places where students congregate and in surroundings that encourage their use.
- 3.2 Establish a highly responsive and consistent advising system for Purdue Calumet students.
- 3.3 Continue to improve retention and graduation rates.

Goal IV: Increase Support for Faculty and Staff Excellence

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

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

Goal V: Develop a Vibrant Campus Community

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

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

Assessment

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

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

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

Higher Education in Indiana and the Regulatory Environment

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

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

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

Peer Institutions

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

- IPEDS (Integrated Post-secondary Education Data System) Cohort
- Voluntary System of Accountability Peers
- National Survey of Student Engagement Urban Cohort
- CUPA Salary Benchmark Institutions.

The Indiana Environment for Higher Education

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

Strengths:

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

Weaknesses:

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

The Indiana Commission for Higher Education

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

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

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

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

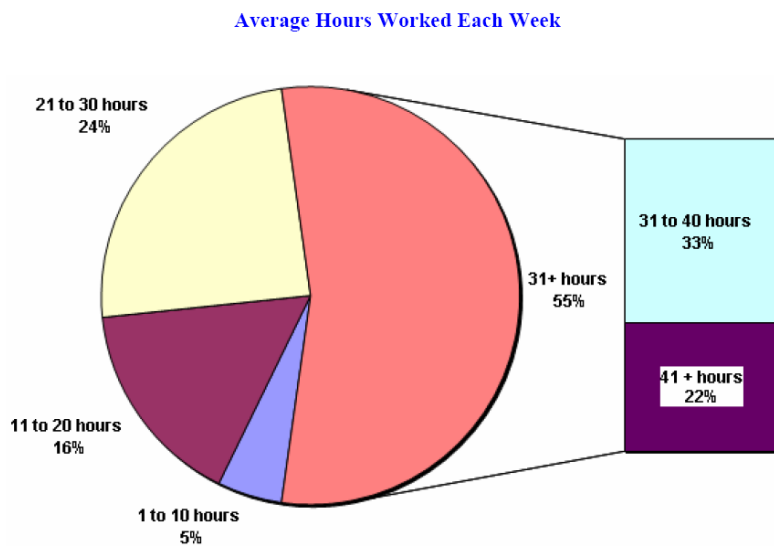
Working Student Study

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

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

Highlights of the Study:

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

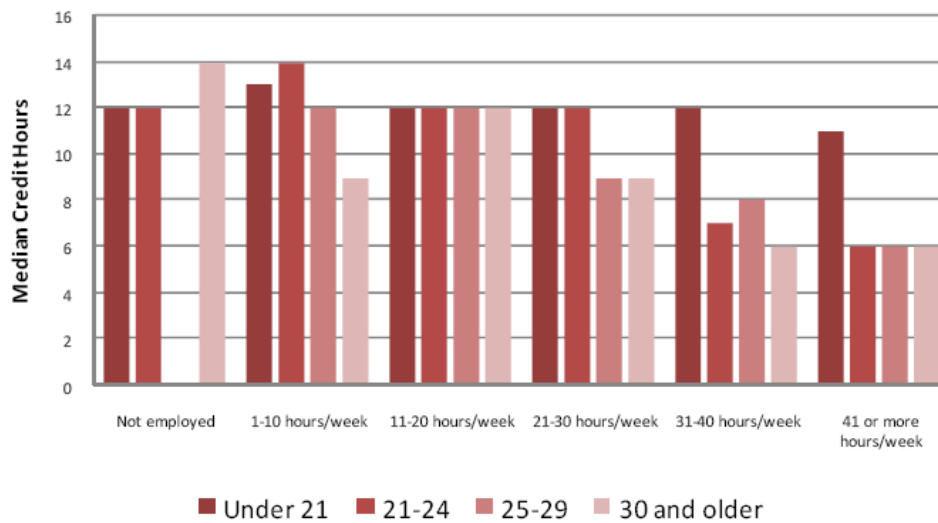


Course Load and Work Load Patterns

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

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

Fall 2005—Credits Attempted by Age Group and Hours Worked



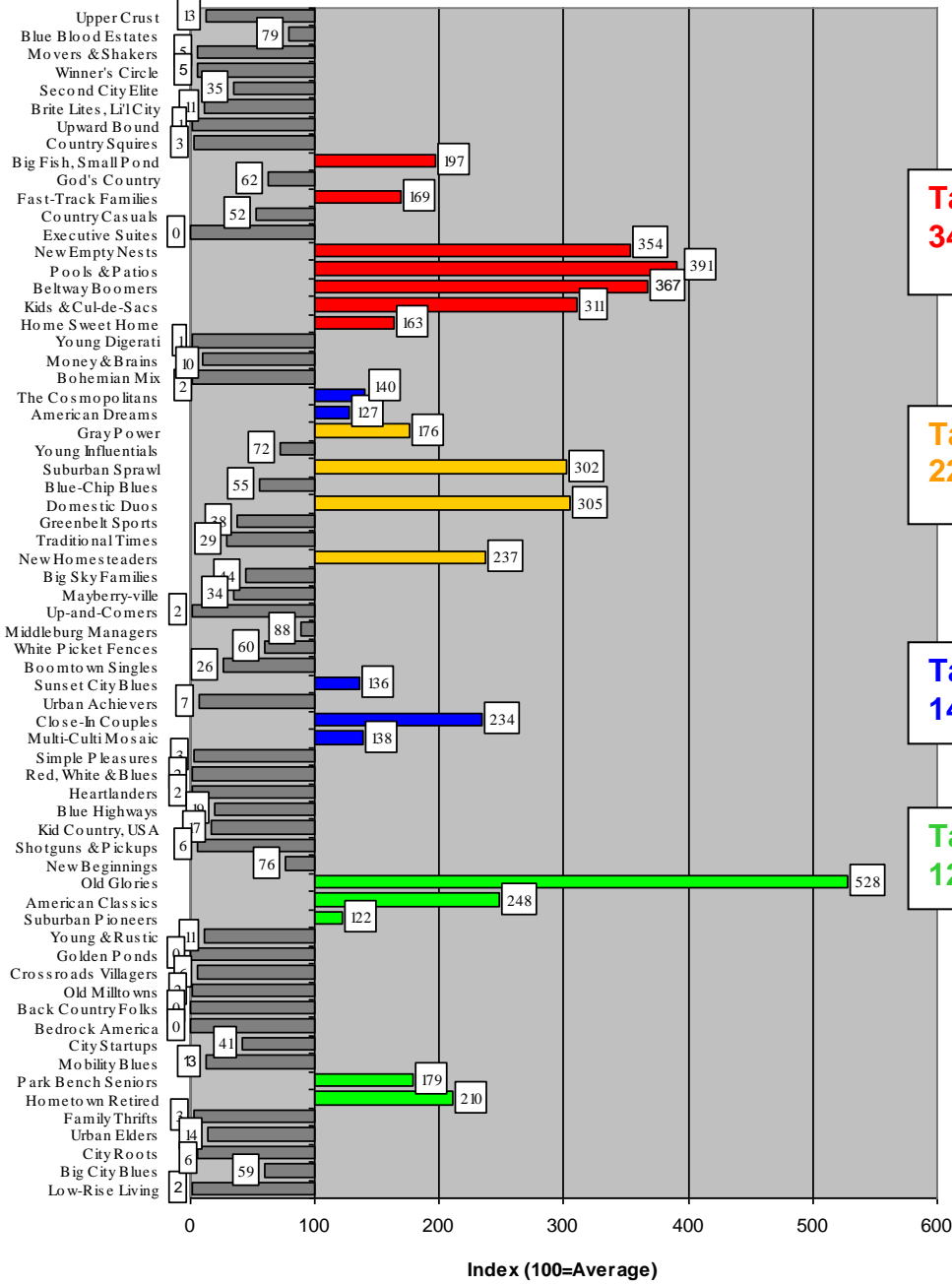
Carnegie Communication Geo-Demography Study

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

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

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

Market Penetration Index of Persisters by Cluster
Color-Coded by Target Group



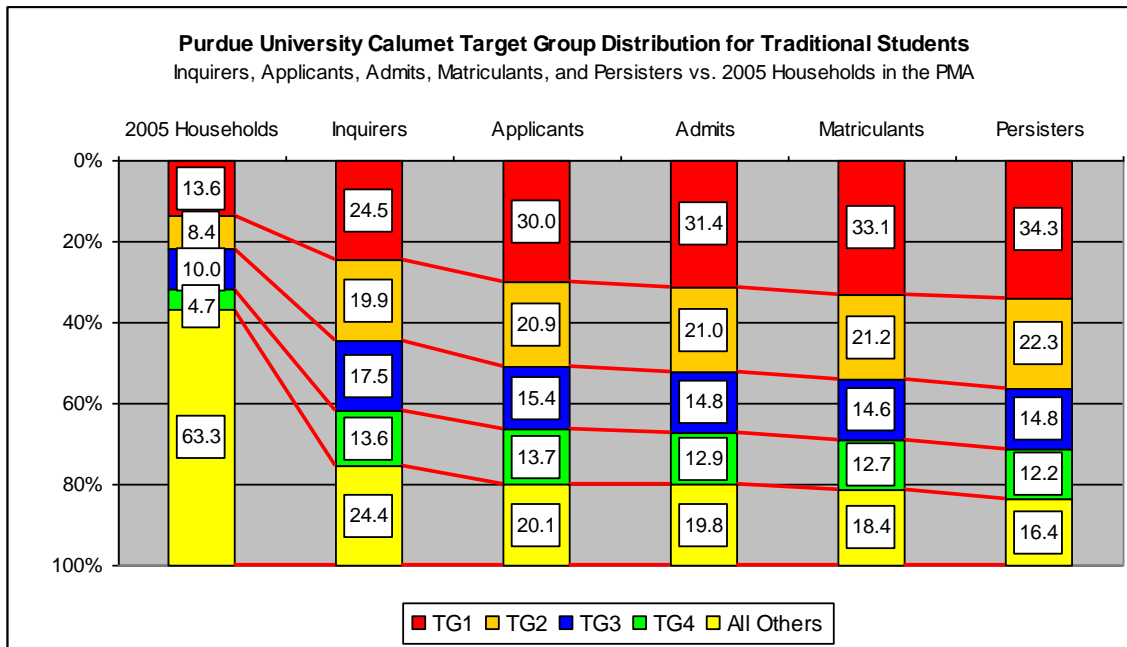
Target Group 1:
34.3% of Persisters

Target Group 2:
22.3% of Persisters

Target Group 3:
14.8% of Persisters

Target Group 4:
12.2% of Persisters

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



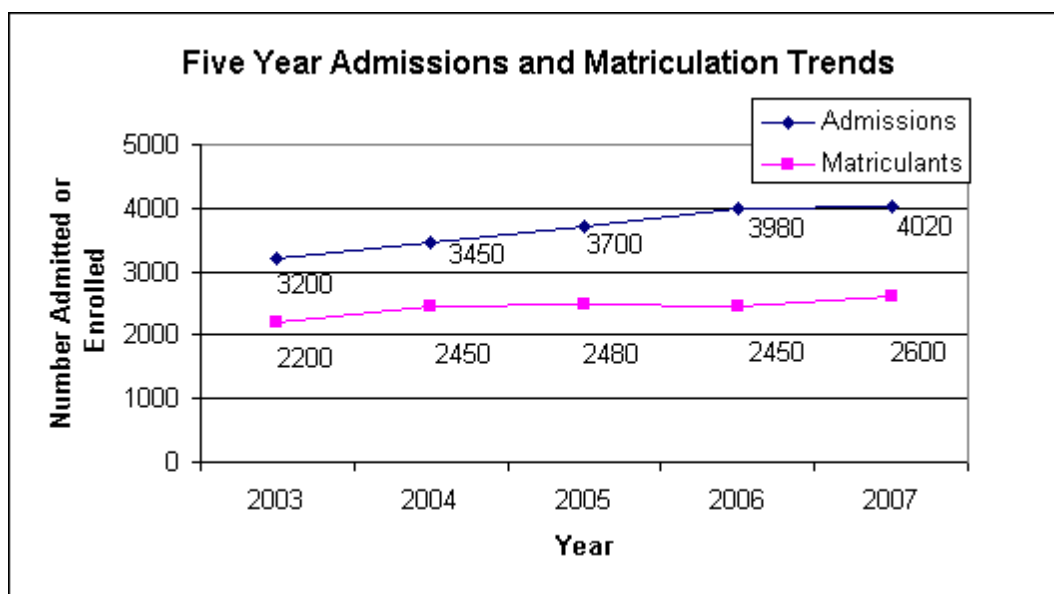
Focus Group Findings - The Profile of TG 1 Students

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

Enrollment Trends

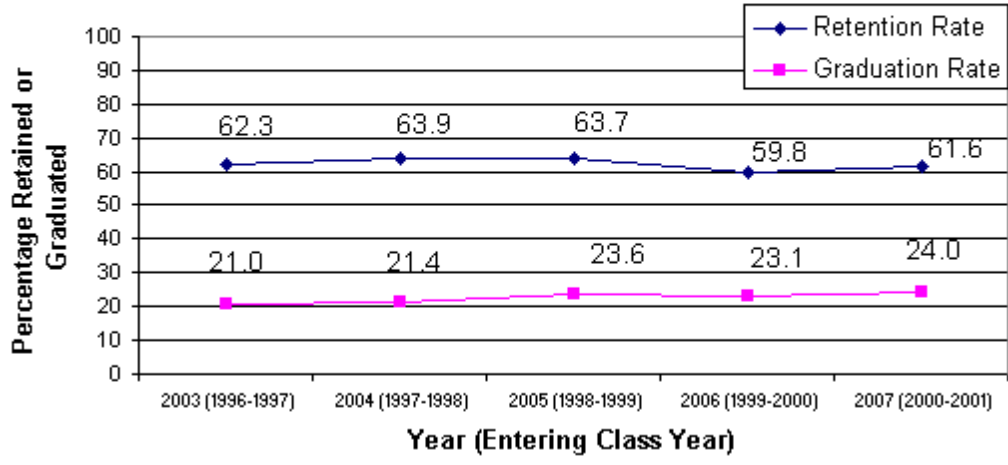
Overall, enrollment is trending upward at PUC. Enrollment has grown 5.2% from Fall 2003 to Fall 2007. The campus is projecting growth of approximately 2% per year.

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



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

Five Year Retention and Six Year IPEDS Graduation Rates



PUC Strategic Plan Final 4-8-08