

Institutional Overview

O1 Distinctive Institutional Features

Purdue University is organized as a public, land grant, multi-campus system, comprised of a research institution, regional campuses, extension services, and a research foundation, along with two campuses operated jointly with Indiana University. The university was founded in West Lafayette, Indiana, in 1869, getting its start with monetary and real estate gifts from John Purdue, Tippecanoe County, and local residents.

Purdue University is governed by the Trustees of Purdue University, a ten-member board appointed by the governor. The board selects the president, establishes major policy, approves budgets, and ratifies all major appointments nominated by the president. In addition to system-wide responsibility, the president is responsible for internal operations at West Lafayette. The chancellors at Purdue University Calumet and Purdue North Central report to the president and serve as chief operating officers at their respective campuses.

America's demand for defense plant workers during WWII provided the spark through which Purdue University Calumet was forged. Purdue University, commissioned to offer training in northern Indiana, enrolled nearly 5,000 students in defense plant classes in the northwest Indiana's Calumet region. The university also offered credit courses in engineering, technology, and mathematics under the Engineering Extension's Division of Technical Institutes. In 1946, Purdue University

responded to the dramatic surge in demand for higher education fueled by the GI Bill by adopting the extension model to serve northwest Indiana. Through the 1950s, even with the purchase of a campus site in Hammond, Purdue University continued to administer the "Calumet Extension" as an informal operation without seeking a separate state charter or funding. In 1967, Purdue University Calumet attained four year degree granting status. By 1971, Purdue University Calumet offered 32 baccalaureate programs. Purdue University Calumet established itself as a university in 1974 when it achieved local academic autonomy of its undergraduate programs. Graduate programs continued to be administered on a system-wide basis and Purdue University Calumet was represented in the Graduate Council of Purdue University, which was the graduate policy-making body for the Purdue University system (Lance Trusty, *Purdue University Calumet: The First Fifty Years*, 1996).

Distinctive Features

Purdue University Calumet emerged from humble beginnings as a convenient location for Purdue University to train students through its extension service, to become its regional campus, and eventually a comprehensive university in its own right. Further, Purdue University Calumet helped fulfill the need for a community college in northwest Indiana as it established accredited baccalaureate and master's level programs. Administrative ingenuity,

individual vision, and persistence fueled Purdue University Calumet's growth, despite the institution's limited budgets, lean staffing, and vocational origins.

Today, Purdue University Calumet is a public, Master's I Comprehensive university, and the largest institution of higher education in northwest Indiana, serving nearly 9,400 students in an immediate geographic area of 500,000 culturally diverse people. The Regional Campus Agreement – signed in 2001 by the presidents of Purdue University and Indiana University – assures the state that the regional campuses will focus on baccalaureate and master's level education and minimize the 60-year role that the regional campuses played in providing certificate and terminal associate degree offerings now being assumed by the new Community College of Indiana.

Purdue University Calumet's tradition of constant and significant organizational change is more pronounced in recent years. The university reorganized two large academic divisions – liberal arts/sciences and professional programs – into six schools in 1997, and continued to refine schools into functional departments through 2005. The university ratified a strategic plan in 2001 for 2001-2005. It set in motion administrative initiatives for enrollment management, scholarship programs, community college articulation agreements, institutional research, and marketing during 2002-2005. With the creation of the Water Institute in 2004, Purdue University Calumet harnessed the expertise of its faculty to an issue of national strategic importance at stake in the Calumet region. Purdue

University Calumet realigned Academic Affairs to focus on programs that enhance learning and scholarship, including reorganization of the Center for Student Achievement, creation of the Office of Institutional Research, establishment of academic facilities planning, and recruitment of a director of Corporate Relations in 2004-2005. *Exploring Academic Excellence, Achieving Academic Success: Academic Affairs Digest Fall 2003 through Fall 2004* describes the university's academic initiatives. The Purdue Technology Center of Northwest Indiana, dedicated in 2004, and now the anchor of a 400-acre research park in Merrillville, Indiana, located seventeen miles from campus, has enhanced the university's role as a partner in regional and statewide economic development.

Looking ahead, in Fall 2005, Purdue University Calumet will open student housing in Hammond and transform itself into a residential campus. The university is engaged in integrating off-campus centers into the newly constructed Academic Learning Center in Merrillville, scheduled to open in Fall 2005.

Mission

Purdue University Calumet, a vital part of Purdue University and the leading post-secondary institution in the Calumet region, is a comprehensive, public university in the land grant tradition offering educational programs of excellence focused on the professional, general educational, and lifelong learning needs of the people of the Calumet region.

The academic mission of the university is to educate students for rewarding careers and empower them for success as productive citizens and lifelong learners. The university will develop niche areas of academic excellence and foster research and other scholarly activity through applied faculty research and hands-on student learning experiences. Purdue University Calumet will invest its intellectual capital to advance regional economic development, providing quality outreach programs and extended education.

Vision

To become a full-service regional university by:

- Retaining and graduating more students by increasing the freshman retention rate and the six-year baccalaureate graduation rate.
- Retaining its status as the preferred university in northwest Indiana's Calumet region by offering high-quality programs at the baccalaureate and master's levels in areas of institutional strength with respect to regional needs.
- Engaging in regional economic development by increasing the number of faculty and staff who share their expertise, increasing community advisory board membership, and creating a presence in economic development and academic learning in south Lake County.

O2 Scope of Offerings

The university is known for its undergraduate programs in traditional Purdue University strengths such as engineering, technology, education, nursing, and business management.

Purdue University Calumet's degree programs are distributed as follows:

- 18 Associate degree programs (2+2)
- 26 Certificate programs
- 86 Bachelor's degree programs
- 12 Master's degree programs

Academic programs are organized in six schools:

- Liberal Arts and Social Sciences
- Engineering, Mathematics, and Science
- Technology
- Management
- Nursing
- Education

The university actively pursues articulation agreements at the program level, both with the Community College of Indiana and with several community colleges in Illinois. There are currently seven approved agreements; additional agreements are in progress.

O3 Student Base, Needs, Requirements

Purdue University Calumet's total enrollment for Fall 2004 was 9,222; of that number, 89.9 percent were undergraduates and 10.1 percent were graduate students. More than half, 52.7 percent, attended full time. Of those attending full time, 98.7 percent were undergraduates and 2.3 percent were graduate students.

The university is a commuter campus drawing 91 percent of its students from northwest Indiana and 9 percent from elsewhere. A total of 66 percent will be the first in their families to receive baccalaureate degrees. The average SAT score for Purdue University Calumet students is 911, compared to the Indiana average of 1000 and a national average of 1020.

Together, there is combined undergraduate and graduate persistence of 70 percent from Fall to Spring, 2004-2005. The Fall to Fall, freshmen to sophomore retention rate, is 64 percent. A total of 22 percent of undergraduates graduate within six years.

The age of Purdue University Calumet's student population is shifting from 55 percent under age 25 in 1999 to 62 percent under 25 in 2003. The ethnic diversity of the campus reflects the cultural richness of the Calumet region, with 68.2 percent Caucasian, 14.7 percent African American, 14.0 percent Latino, and 3.1 percent other ethnic backgrounds.

In Lake and Porter Counties, 17.7 percent of adults over 25 have baccalaureate degrees or better. This rate is lower than Indiana as a whole (18.4 percent) and considerably lower than the U.S. average of 25.2 percent. As first generation college students, many Purdue University Calumet undergraduates have no one in their families with a personal understanding of college. Approximately half of the students attend on a part time basis, and some stop for a semester or two when personal issues demand too much attention. The majority of Purdue

University Calumet students are employed, many at full time jobs, and many have dependent children.

Research and studies indicate that, given their characteristics, Purdue University Calumet students need intensive advising that addresses problems specific to part-time students. They need sustained opportunities for employment on campus and internships. They need a basic orientation to college, a connection to faculty through freshman experience classes and research opportunities, and rapid intervention if they have difficulty with academics. They need to become familiar with academic disciplines and the career opportunities available in various fields. They need peer assistance and support; they also grow and develop by providing peer support and assistance to others. A variety of programs have been established at the university to address these issues and challenges.

O4 Collaboration, Needs, Requirements

Purdue University Calumet seeks to create careers in northwest Indiana that are worthy of its graduates. Consequently, the university develops key relationships with potential employers, including local governing bodies, businesses, schools, and hospitals. In its focus on applied scholarship, the university invests its intellectual capital in issues of strategic importance to the economy of the area, including water, energy, health care, P-12 education, and construction.

Partnerships with the federal and state government and with Indiana-based foundations help strengthen the preparation of entering students. TRIO programs, Louis Stokes Alliance for Minority Participation, 21st Century Scholars, the Seamless Pathway to Higher Education program funded by the Lumina Foundation, and the Runnin' Rebels are some of the key collaborations that help prepare students for the university experience.

Local chambers of commerce, regional planning commissions, professional organizations, and research relationships with other universities provide access to talent and resources that supplement faculty expertise.

Advisory councils bring the interests, skills, and resources of community leaders to support university programs.

Hospital clinical sites, P-12 practicum sites, and regional businesses provide experiential learning opportunities for students.

Library consortia and other universities in Indiana provide access to more specialized information resources.

Articulation agreements have been developed with six community colleges in Illinois and one in Indiana, as well as with Highland, Munster, and Lake Central high schools, which are three large feeder schools to Purdue University Calumet. These relationships are being carefully nurtured and enhanced through outreach and programming efforts to key schools.

Purdue University Calumet's key organizational relationship is with the Purdue University system. Purdue University provides common administrative systems in human resources and business management, shared architectural and construction services, student records, graduate level student enrollment, course management systems, integrated library systems and database license partnerships, grants and contracts, services for international students, teaching evaluations, and purchase of products.

Faculty and staff on all Purdue University campuses participate in governance together and develop mutually beneficial collaborations in a multitude of areas. Purdue University Calumet is represented on the Purdue Faculty Senate, and in the administrative professional organization and the clerical and service organization.

The university's commitment to collaboration has strengthened its position in the external communities of northwest Indiana; it also presents some challenges for the campus. First, the university created an expectation that Purdue University Calumet will provide faculty expertise to a variety of groups and projects. Faculty and staff must be generous with their time. Second, the university must recognize these efforts, broadening the base of faculty and staff who are involved in community efforts. This requires broadening the basis of evaluation and recognition. Third, the university must be alert to the changing value of various partnerships. New opportunities may not be ignored, and partnerships that outlive their usefulness should be dissolved.

Internal partnerships with the Purdue University system are complex and evolving, presenting significant challenges in some instances. There are cost savings in shared licenses and joint purchases; in contrast, there are ongoing costs for administrative processes centralized in West Lafayette. Centralized processes with numerous steps require more time to complete. Geographically separate campuses on different academic calendars pose a particular administrative challenge in Indiana, with its varied time zones. Not all courses articulate across campuses. There is also a challenge in branding the university in a way that is both grounded in the Purdue University name and tradition, while also presenting the distinctive benefits of the Calumet campus.

O5 Faculty and Staff Base

Purdue University Calumet has approximately 900 employees in faculty, administrative, and professional staff positions, and an additional 116 graduate students working for the university as graduate assistants. Table O-1 presents a breakdown of the faculty and staff at the university by position and type of appointment.

Table O-1 Faculty and Staff Breakdown

| Faculty/Staff | Headcount | |
|---|-----------------------|------|
| | Tenured/ Tenure Track | Full |
| | Part | 11 |
| Non-Tenure Track Faculty, Lecturers and Post Docs | Full | 67 |
| | Part | 177 |
| Adjunct Faculty | Part | 9 |
| Staff | Full | 344 |
| | Part | 69 |
| Graduate Student Staff | Full | 8 |
| | Part | 108 |
| Total | 1012 | |

Purdue University Calumet is a non-union institution. Its governing structure has three main representative units: a faculty organization; an administrative and professional staff organization, and a clerical and service staff organization. The University Forum includes representatives from each group.

In terms of racial and ethnic diversity of faculty and staff, the university somewhat under-represents the diversity of its region. Of the 896 faculty and staff (not including graduate student staff), 689 (76.9 percent) are White or other, 94 (10.5 percent) are African-American, 59 (6.6 percent) are Hispanic, 36 (4.1 percent) are Asian-American, 11 (1.2 percent) are International, and 1 (0.1 percent) is Native American. Of the 116 graduate student staff, 81 (69.8 percent) are White or other, 10 (18.6 percent) are African-American, 4 (3.4 percent) are Hispanic, 3 (2.6 percent) are Asian-American, and 18 (15.5 percent) are International.

O6 Facilities, Equipment and Technologies, and Regulatory Environment

Purdue University Calumet is located in northwest Indiana, 30 miles southeast of Chicago, on a rectangular plot of some 160 acres. One-third of the acreage is designated wetlands. The university is integrated into the surrounding community, providing a smooth transition between it and its surroundings, and has often been commended for the cleanliness of its grounds and the attention devoted to landscaping. The university is self-insured.

The campus has 14 buildings for instruction, administration, and maintenance. The “north campus” (169th to 171st Streets) supports academic functions, housing most of the classrooms and all of the faculty offices. The “center campus” (171st to 173rd Streets) supports central administrative functions, including enrollment services and student support, the Library, the bookstore, food service, and student organizations. The “south campus” (south of 173rd Street) supports auxiliary functions: Fitness Center, Conference Center, Child Care Center and (open in Fall 2005) University Village student housing.

Most buildings in the academic core have been developed adjacent to one another to allow for enclosed walkways connecting classroom facilities and laboratories. Parking lots dominate the north and south entrances to campus, and a four-story parking structure, connected by walkway to one of the primarily instruction buildings, is scheduled to be completed in Fall 2005. Student housing, at the south end of campus and built to accommodate approximately 376 students, is also scheduled to be completed and occupied in Fall 2005.

Off-campus buildings include (1) the Entrepreneurship Center, located approximately two miles west of the campus, which serves to stimulate economic growth in the region by partnering with business owners, and which houses the Couple and Family Therapy Center; (2) the Academic Learning Center, located approximately 17 miles southeast of campus, scheduled to be completed in Fall 2005, which will enable the university to consolidate courses taught at four different south

Lake County locations; and (3) the Purdue Technology Center of Northwest Indiana, opened in December 2004, which houses eight technical companies in incubation. The last two buildings are adjacent to each other, and will make up a research park to be known as AmeriPlex at the Crossroads.

All buildings connect to a fiber backbone, and approximately 2,500 PCs connect to the campus network. Students have access to 38 computer labs across the campus, including a main lab, with 265 computers for student use, and the Library, with 70 computers for student use.

Purdue University is regulated by the State of Indiana, the Indiana Commission for Higher Education, and its Board of Trustees. Within that framework, administrative and organizational decisions are delegated to the chancellor by the president. Curriculum decisions have been delegated to the faculty by the Board of Trustees.

07 Competitive Environment

Purdue University Calumet is the primary academic institution in northwest Indiana. The campus is located three miles east of the Illinois border, with most students coming from Lake County and three adjacent counties in Indiana. Admissions records indicate that the top competitors for students include Purdue University at West Lafayette, as well as other public colleges and institutions in the vicinity, primarily Indiana University Northwest, with lesser competition from Purdue University North Central, Calumet College of St. Joseph, St. Joseph College, and Valparaiso University (a private Master’s I Comprehensive

university). Purdue University Calumet has many higher education competitors within its service area. Within a 35 mile strip in the northern part of Indiana and south suburbs of Chicago, there are the four-campus, emerging Community College of Indiana (Ivy Tech), and several community colleges in Illinois (three within twenty miles), many of which offer in-state tuition for Lake County residents.

O8 Opportunities and Vulnerabilities

The university has significant opportunities and vulnerabilities (see Table O-2) with regard to its strategic initiatives to improve retention and graduation rates and engage in regional economic development.

Table O-2 Key Opportunities and Vulnerabilities

Fostering research and other scholarly activities to develop niche areas of academic excellence.

| Purdue University Calumet Strategic Initiatives | Key Opportunities | Key Vulnerabilities |
|--|--|---|
| Educating undergraduate and graduate students for rewarding careers and empowering them to succeed as productive citizens and lifelong learners. | <ul style="list-style-type: none"> • Comprehensive Student Success Network plan. • Role of Center for Student Achievement redefined to include recruitment. • Strengthening current and creating new bachelor's and master's level programs. • Enrollment management plan. | <ul style="list-style-type: none"> • If initial results aren't sufficient, must reallocate additional funds or risk not making progress. • Recent decline in high school graduates in northwest Indiana entering college. • Entering students not prepared for college level work have difficulty achieving success. • Competing priorities, particularly off campus employment, limit students' commitment to college. |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • Support for residential life, including student housing, to increase graduation and retention rates • Having students living on campus creates a demand for more student activities and student services, which if met, helps the environment of the campus overall. • Academic Learning Center provides resources for adult completion and selected masters level programs. • Proximity to Illinois and Chicago suggests opportunities for increasing articulation agreements, reciprocal agreements, internships, etc. | |
| Fostering research and other scholarly activities to develop niche areas of academic excellence. | <ul style="list-style-type: none"> • Comprehensive plan for research and professional development emphasizes instructional excellence, research and scholarship, grants and contracts, and under graduate research. • Centers and institutes provide structure for development of academic niche areas. • Endowed professorships provide leadership for academic niche areas. • Increased federal support of faculty research. • Improvements in academic computing and facilities. • Creation of bonus pay program criteria and procedures. • Affirmative action plan. • Implementation of numerous strategic initiatives accelerates pace of change. | <ul style="list-style-type: none"> • If initial projects don't yield results, must reallocate additional funds or risk not making progress. • Faculty and staff salaries below the mean of peer institutions. • Competition for external funding; success requires track record. • More fund raising opportunities along with greater competition for funds in Illinois and Chicago. • Increased competition accompanies increased opportunities in Illinois and Chicago. • Library acquisitions are designated for undergraduate support only. • Traditional communication networks disintegrating as pace of change outstrips ability to communicate. • Volume of change makes it difficult to determine which changes yield results. |

Continued

| Purdue University Calumet Strategic Initiatives | Key Opportunities | Key Vulnerabilities |
|---|---|--|
| | | <ul style="list-style-type: none"> Limits to state funds, so resources for change must be secured through reallocation, additional tuition and fees, and fund raising. |
| <p>Investing the university's intellectual capita in regional economic development.</p> | <ul style="list-style-type: none"> Increased use of Entrepreneurship Center to foster partnerships with local businesses. Extended and distance education plan. Partnership in local and statewide initiatives to grow technology businesses in Indiana. The economy of northwest Indiana is shifting from a manufacturing base to a professional, service, and high technology base. | <ul style="list-style-type: none"> Multiple government agencies make collaboration difficult. Economic base in manufacturing provides limited opportunities for collaboration. |