

## **Westville Committee: Program Subcommittee Recommendations**

### **Executive Summary**

Our Westville campus came into being in 1962 when Purdue purchased 160 acres on our current site. The first building opened its doors in 1967 with an enrollment of 1,200 students. Currently the campus is 268 acres and has four (4) buildings, plus an emergency vet clinic. By 1998, enrollment had grown to 3,374 core students. In 2009, core enrollment reached 4,463 per PNC reports of core students, (PNW PPT charts note 3,952). As such, our Westville campus, just over a decade ago, boasted about the same number of core students our Hammond campus currently enrolls.

In the years leading up to the unification of the two campuses, both our Westville and our Hammond campuses experienced declines in core enrollment. Over a six-year period, our Westville campus experienced a loss of 639 core students, for a 16% decline in core enrollment (from 3,926 in 2008 to 3,287 in 2014). During the same six-year period, our Hammond campus experienced a decline of 1,865 core students, for a 20% decline (from 9,251 in 2008 to 7,386 in 2014). The following year, 2015, was the last year before unification. At that time, our Westville core enrollment, as a percentage of PNW core enrollments, was 31.5%. (This information was obtained from PPTs used in administrative campus presentations).

In the years following unification, the trend reversed. In the five-year period following unification, our Westville campus experienced a loss of 1,705 core students, a 53% decline in enrollment, from 3,221 in 2015 to 1,516 in 2020. During the same five year period, our Hammond campus also experienced core enrollment declines, from 6,998 core students in 2015 to 5,540 in 2020, a drop of 21%, or 1,458 students. While the drop of 21% was slightly larger than our Hammond campus experienced pre-unification, it was much smaller than those experienced by our Westville campus during the same period. This resulted in a reduction of the percentage of our core students on our Westville campus, down to 21.5% of PNW core enrollments.

The core enrollment declines, for both of our campuses, is concerning. However, both of our PNW campuses remain viable. This committee was formed by Faculty Senate, with support from the Provost, to focus on our Westville campus. This campus is fortunate to have a service area that includes several high schools with high graduation rates (91-93%) and relatively steady or a slightly increasing number of students in the next few years. This includes high schools in Valparaiso, La Porte, Hobart, Chesterton, and New Carlisle. This information is available per US News reports and links to these reports are provided in the appendix. Therefore, investing in strategies that will focus on returning our Westville campus to a fully functioning, appropriately staffed campus, with clear and transparent opportunities for students, requires our direct attention.

As such, the committee developed the following recommendations for consideration. They are summarized in this executive summary (labeled “Summary of Section I: General Recommendations” and “Summary of Section II: Specific Program Recommendations by College”) and detailed in the full report (labeled “Section I: General Recommendations” and “Section II: Specific Program Recommendations by College”), which follows this executive summary. The full report also includes tables with enrollment data as of Fall 2020 per the IR Enrollment Summary Report.

Note that no new positions, administrative, faculty, or staff are recommended. In addition, no new distance offerings are recommended. The focus of our recommendations is to provide a supportive campus environment for students and to offer them quality educational opportunities at our Westville campus. Below is a summary of the detailed recommendation included in this report.

### **Summary of Section I: General Recommendations:**

1. Provide clear and transparent information for students regarding degree programs that can be completed fully on our Westville campus, including semester-by-semester information on when and how they may need to take high-flex offerings or take advantage of distance opportunities. If a degree program cannot be completed fully on our Westville campus, information regarding when and how often they may need to travel to our Hammond campus should be shared.
2. Expand student’s choices and flexibility by offering a variety of modalities in course offerings, referred to as high-flex in this report.
3. Provide spaces, on each of our campuses, where students can sit in welcoming study carrels to attend high-flex classes and assign the task of naming the space to our student government organization.
4. Designate a number of classrooms in SWRZ, TECH, and LSF, designed and reserved for high-flex live learning classes.
5. Return the bus transportation between campuses on a two (2) times a day schedule, one in the morning and the other in the evening.
6. Designate a team that is invested in the success of our Westville campus.
7. Provide administrative and staff support to students and faculty on our Westville campus.
8. Assign faculty members to our Westville and Hammond campus in proportion to the number of students in programs on each campus.
9. Prepare a specific strategic plan for each of our campuses that addresses the differing areas of excellence, service areas, and cultures.
10. Improve the transparency of course offerings for students and the value of data collected and used to make decisions by reporting course and program offerings that are not campus specific, such as virtual, hybrid, and distance in a separate category rather than attributing them to either campus.

11. Establish student life experiences on our Westville campus and adequately share information on these opportunities with students and faculty.
12. Provide basic campus services students would expect to find on a college campus, including an opportunity to obtain books, such as an Amazon hub, supplies, such as a kiosk or vending opportunities, and cafeteria and snack opportunities beyond vending machines.
13. Host an annual experience on our Westville campus, such as the Westville Forums held in spring 2019, to provide students, staff, and faculty with the opportunity to provide input to our SLT.

### **Summary of Section II: Specific Program Recommendations by College**

Our Westville campus comprises 23.8% of our enrolled core students as of Fall 2020 and 23.6% of our billing hours. The following sixteen programs are recommended as offered fully on our Westville campus and advertised as such. Details to support these recommendations are included in the full report that follows this summary.

a. **COB: Four programs are recommended:**

- i. Accounting
- ii. Finance
- iii. HR
- iv. Management

b. **CES: Two programs are recommended:**

- i. Biology
- ii. Health Studies

c. **COT: One program is recommended:**

- i. Mechanical Engineering Technology

d. **CHESS: Eight programs are recommended:**

- i. B Liberal Studies
- ii. BA Sociology
- iii. BS Psychology
- iv. BA Elementary Education
- v. BA General Communication
- vi. BA Behavioral Science
- vii. BA Social Work
- viii. BA English with Literature Concentration

e. **CON: One recommendation:**

- i. Nursing

## **Full Report:**

### **Section I: General Recommendations**

1. Provide clear and transparent information for students regarding degree programs that can be completed fully on our Westville campus, including semester by semester information on when and how they may need to take high-flex offerings or take advantage of distance opportunities. If a degree program cannot be completed fully on our Westville campus, information regarding when and how often they may need to travel to our Hammond campus should be shared. Students should be given an 8-semester plan of study that identifies the courses they will take at the Westville Campus, including high-flex options such as hybrid, virtual, and distance offerings (see recommendation 3). In addition, they should be made aware that if they are interested in taking a course on our Hammond campus, there is a bus service available (see recommendation 5). Students on each of our campuses may choose to take advantage of courses on both of our campuses. Other students may be required to do so based on issues such as class availabilities, course capacities, or the university's limited availability of specific equipment. For the semester that students will be attending our other campus, they should be encouraged to consider, based on the meeting days of the particular course(s), registering other classes on the same campus. This would reduce the need to travel back and forth between campuses to attend classes on each. This is especially important in inclement weather. However, some may choose to travel. Either way, students should be informed of these options in advance.
2. Expand student's choices and flexibility by offering a variety of modalities in course offerings, referred to as high-flex in this report. Each college will identify courses that can be taught in a modality other than just face-to-face to provide students with choice and flexibility. Varying modalities are available, faculty members are prepared to offer them, and many students have expressed interest in continuing to be offered live courses virtually and in other hybrid offerings. Examples include (a) face-to-face instruction on one campus with a virtual meeting on the other campus (see recommendation 4). The campus offering live instruction could switch each the face-to-face campus per day, week, semester or year, (b) virtual live instruction that enrolls students from both of our campuses (see recommendation 3), (c) hybrid courses where the instructor spends every other meeting or week on alternating campuses, and (4) other high-flex formats. Each course deemed appropriate for one or more of the alternative modalities should be offered in that modality at least once a year, and perhaps more often based on demand. Students will always have the choice they have now, of attending face-to-face offerings by choosing to travel between campuses, but they would not be required to do so. As such, this recommendation expands, rather than restricts, the options available to our Westville students. In other words, PNW would not be relegating our Westville students to "taking only high-flex options", we would be providing students on both campuses with more

choices and opportunities. This would be especially true for our Westville students as we would be making more available to them on their preferred campus, not less. This recommendation has the added benefit of potentially reducing the number of course cancellations, a process that can be stressful for our students, and a reduction in the number course offerings required per semester, perhaps allowing us to delay adding faculty lines. Faculty members who are willing to work with students on both campuses and/or use technology to offer high-flex options should be provided with training, technology, support, and office space to increase their success in the classroom. In addition, those that demonstrate success in serving both of our campuses should be recognized in the annual faculty evaluation process and be eligible for raises for their significant contribution to the success of our students on both of our campuses. This will create a community of faculty who are committed to the success of both of our campuses and all of our students.

3. Provide spaces, on each of our campuses, where students can sit in welcoming study carrels to attend high-flex classes. These might look something like the study spaces in the library on our Westville campus. They would be welcoming spaces fully wired and have headphones available. This allows students to move between the various types of course offerings, on campus, in a seamless manner. Further, based on the recommendation of our student member, we recommend assigning the naming of the space to our student government organization, who could oversee a naming process that involves students. This would be fun and generate attention, interest, and ownership of these areas.
4. Designate a number of classrooms in SWRZ, TECH, and LSF, designed and reserved for high-flex live learning classes. This will allow students to take a course that is offered on live one campus and virtual on the other. Smaller classes on both campuses can be combined which will result in larger classes, fewer course cancellations, and possibly reduce the number of course offerings necessary.
5. Return the bus transportation between campuses on a two (2) times a day schedule, one in the morning and the other in the evening. This would be clearly communicated to faculty, staff, and students on both campuses. Riders will pay a small fee each semester if they intend to ride the bus to partly offset the cost. This recommendation will allow students to take advantage of classes on both campuses and provide a revenue stream to offset the cost of the bus service.
6. Designate a team that is invested in the success of our Westville campus. This would include a current SLT position that would only have an office in Westville. In addition, establish an advisory board made up of elected Full and Associate Professors from each college with perhaps ten (10) years of experience on the Westville campus. This will give our Westville campus a voice at SLT discussions. The individual serving in the SLT position would have a demonstrated record of service, past and present, at the Westville campus. An appointee, with an extensive knowledge of the Westville campus and its

surrounding communities would better serve the initiatives recommended in this report. In addition, the compensation, and continued service in the position, should be dependent on the success of our Westville campus, including returning it to an enrollment level more reflective of the interest in our Westville campus. This position would oversee all decisions that impact our Westville campus and represent PNW at functions in the service area of our Westville campus. This includes scheduling, community outreach, advertising, scholarship awards, highlighting scholarships specific to our Westville campus, and sharing information with the community on unique Westville attributes such as the trails, Sinai Forums, and disc golf, and so much more. In addition, this will address the lack of SLT presence on our Westville campus. The advisory board would work with the SLT position and report to Faculty Senate, at least once a semester.

7. Provide administrative and staff support to students and faculty on our Westville campus. All four of our colleges (COB, CES/COT, CHESS, and CON) conduct a reorganization and each college designates current leadership and staff positions in proportion to campus enrollments. For example, if 20% of our core students/billing hours, not including on-line courses or programs, are in Westville and the other 80% are in Hammond, the same proportion of administrators and staff would be assigned accordingly. For example, if the college has a total of five members of the College Leadership Team (Dean, Directors, Associate Deans, and Department Chairs) and 10 administrative staff positions, one of the College Leadership Team members and two of the staff members will have an office only on our Westville campus and that individual will be available for students in Westville every weekday, for the full day. The number of individuals in leadership roles in each college supports a sufficient number to fill this role, without creating new positions. This will ensure that there are administrators and staff from across the Colleges are on our Westville campus and available to students and faculty.
8. Assign faculty members to our Westville and Hammond campus in proportion to the number of students in programs on each campus. The percentage of Westville students in each college ranges between 19% (CES) and 29% (CON), and these numbers will grow as efforts increase regarding our Westville campus. As such, faculty members should be assigned to each of our campuses in similar proportions, with attention to discipline. For example, 26% of our students in CHESS are on our Westville campus; however, they are not evenly distributed among programs. BLS is primarily in Westville, 65%, but Sociology is mostly on Hammond (92%). Still, general education courses reside primarily in this college, so that factor should be considered also. Overall, with 24% of our students on our Westville campus, a similar proportion of faculty members should also reside there. Before further faculty member relocations occur, they should be reviewed by the team in recommendation 6.
9. Prepare a specific strategic plan for each of our campuses that addresses the differing areas of excellence, service areas, and cultures. This plan will include each college developing a plan for each of our campuses that includes outcomes that will be measured.

All aspects for each of our campuses would be considered, including the plan to address enrollment declines on both of our campuses. This includes marketing, outreach to students, and plans for community services. Strategic budgetary allocations should address the priorities. These plans and budgetary allocations should be shared at faculty convocations and discussed at meetings within each of the colleges. This will provide a direction for our Westville campus and accountability for the resources that are invested in our Westville campus.

10. Improve the transparency of course offerings for students and the value of data collected and used to make decisions by reporting course and program offerings that are not campus specific, such as virtual, hybrid, and distance in a separate category rather than attributing them to either campus. Currently, distance programs and courses that are virtual or distance are mostly credited to our Hammond campus. This makes it difficult for students searching for courses on our Westville campus since they will not see virtual or distance offerings that are listed as Hammond, even though they are not attached to either campus. As we expand choices for students, it is important they can easily search for high-flex courses that are not campus specific.

In addition, this will improve the accuracy of the data we all rely on to make decisions. The current system skews the enrollment data, which is then used when making decisions, since both Westville and Hammond students attend these offerings and, due to their nature, they are not attached to either campus. An alternative is to split any virtual, hybrid, and distance offerings between the campuses, listing half of the “seats” on each of our campuses for both courses and programs. Finally, if we feel that they must be attributed to only one of our campuses, then the recommendation is that we credit them to our Westville campus to get a clearer picture of core Hammond offerings.

11. Establish student life experiences on our Westville campus and adequately share information on these opportunities with students and faculty. This includes events such as intramural sports, commencement exercises, LinkedIn photo opportunities, escape room exercises, club meetings and presentations, food drives, speakers, etc.
12. Provide basic campus services students would expect to find on a college campus, including an opportunity to obtain books, such as an Amazon hub, supplies, such as a kiosk or vending opportunities, and cafeteria and snack opportunities beyond vending machines. These include a functional opportunity for student’s to obtain books and other supplies, dining experiences with regular hours and menus, a coffee and snack station, administrative physical support in all areas, campus experiences such as cook outs and guest speakers, club opportunities that include meetings and guests on campus, and all of the other supports and opportunities that have been eliminated recently on our Westville campus. These items are necessary to allow students to spend a normal day on our Westville campus. Currently, these items are either not available or the availability is severely limited and not reliable, such as old signs that advertise hours where the services are clearly closed and the counters are literally dusty. Faculty can provide quality

educational experiences, if programs are advertised and classes are scheduled without cancellations. However, the administration will need to invest in providing a supportive campus environment for students. Combined, this will return our Westville campus to the welcoming and supportive environment our Westville campus was known for in the recent past.

13. Host an annual experience on our Westville campus, such as the Westville Forums held in spring 2019, to provide students, staff, and faculty with the opportunity to provide input to our SLT. All individuals in leadership positions would be required to attend. The Westville forums, held in the spring 2019, allowed students a chance to share their experiences with PNW. The PPT slides, available on the R Drive, provide their comments. Future forums would provide an opportunity to determine how initiatives are being perceived.



## Section II: Specific Program Recommendations by College

The committee provides the following recommendations regarding programs on our Westville campus. The table below notes the number of students and billing hours on each of our campuses (from the IR enrollment summary report Fall 2020). Overall, our Westville campus comprises 23.8% of our enrolled core students as of Fall 2020 (1,516 of 6,363) and 23.6% of our billing hours (19,640 of 83,370).

Table 1: Enrollments per College and Campus, Heads and Billing Hours

Undergrad Core PNW Students by college Fall 2020	PNW Core Heads	% of Total PNW Core Heads per College	PNW Hours	% of Total PNW Hours per College	Undergrad Core PNW Students by college by campus Fall 2020	Hammond heads	Hammond Core heads % for each College	Westville Heads	Westville Core heads % for each College		Hammond hours	Hammond hours % for each College	Westville hours	Westville hours % for each College
COB	1170	18.4%	15567	18.7%	COB	922	78.8%	248	21.2%		12317	79.1%	3250	20.9%
CES	1284	20.2%	17107	20.5%	CES	1042	81.2%	242	18.8%		13911	81.3%	3196	18.7%
Chess	1389	21.8%	18410	22.1%	Chess	1021	73.5%	368	26.5%		13590	73.8%	4810	26.1%
CON	566	8.9%	7926	9.5%	CON	403	71.2%	163	28.8%		5649	71.3%	2277	28.7%
COT	776	12.2%	9748	11.7%	COT	615	79.3%	161	20.7%		7838	80.4%	1910	19.6%
University College	1178	18.5%	14612	17.5%	University College	844	71.6%	334	28.4%		10415	71.3%	4197	28.7%
	6363	100.0%	83370	100%		4847	76.2%	1516	23.8%		63720	76.4%	19640	23.6%

Source: Report Query: IR/IR Website/Enrollment Summary Report – Fall 2020

This report is organized by college.

- a. **COB:** The COB offers 10 programs, two of which are in the White School of Hospitality. The programs in the White School of Hospitality are available only on our Hammond campus and are not part of the recommendation in this report; however, some courses are scheduled to be offered on our Westville campus starting fall 2021 and the Westville cafeteria is to be staffed by HTM students. Six of the eight remaining COB programs were analyzed. The other two, Sports Management and Management Entrepreneurship, were not included since the former has been recommended for closure and the latter is a new program. All programs in the COB share the same general education and business core. As such, only the courses in the individual majors differ among the bachelor's degrees, with the exception of one math class required for the finance and Business Information and Analytics (BIA) degrees. Four of these programs are recommended to be advertised as available for completion on our Westville campus (accounting, finance, HR, and management). The remaining two (BIA and Marketing), are not. Detailed recommendations are shared below. A list of programs, students, and billing hours are documented in the following table.

Table 2: COB Enrollments by Campus, Heads and Billing Hours

Undergraduate Core <b>COB</b> Students by major Fall 2020	Heads	% of Heads	Hours	% of Hours	Undergraduate Core <b>COB</b> Students by college by campus Fall 2020	Hammond heads	Hammond heads %	Westville Heads	Westville heads %	Hammond hours	Hammond hours %	Westville hours	Westville hours %
Accounting	237	20.3%	3191	20.5%	Accounting	190	80.2%	47	19.8%	2533	79.4%	658	20.6%
Bus Info + Analytics	78	6.7%	1048	6.7%	Bus Info + Analytics	76	97.4%	2	2.6%	1023	97.6%	25	2.4%
Finance	122	10.4%	1639	10.5%	Finance	103	84.4%	19	15.6%	1404	85.7%	235	14.3%
Hospitality + Tourism	42	3.6%	557	3.6%	Hospitality + Tourism	42	100.0%	0	0.0%	557	100.0%	0	0.0%
H+T: Food and Bev	57	4.9%	786	5.0%	H+T: Food and Bev	51	89.5%	6	10.5%	707	89.9%	79	10.1%
HR	127	10.9%	1625	10.4%	HR	95	74.8%	32	25.2%	1212	74.6%	413	25.4%
Management	252	21.5%	3350	21.5%	Management	151	59.9%	101	40.1%	2017	60.2%	1333	39.8%
MGMT: Entrep	2	0.2%	9	0.1%	MGMT: Entrep	2	100.0%	0	0.0%	9	100.0%	0	0.0%
Marketing	204	17.4%	2726	17.5%	Marketing	171	83.8%	33	16.2%	2295	84.2%	431	15.8%
Sports Mgmt: Fitness	9	0.8%	117	0.8%	Sports Mgmt: Fitness	8	88.9%	1	11.1%	99	84.6%	18	15.4%
Other	40	3.4%	519	3.3%	Other	33	82.5%	7	17.5%	461	88.8%	58	11.2%
	1170	1	15567	1		922	78.8%	248	21.2%	12317	79.1%	3250	20.9%

Source: Report Query: IR/IR Website/Enrollment Summary Report – Fall 2020

Detailed recommendations, by program:

- i. Accounting: The accounting program on our Westville campus was not part of the original “Westville 16”; however, it has remained available on our Westville campus since unification. The total number of students in our accounting program, on both campuses, is 237. Of those, 19.8% (47) are on our Westville campus, despite a lack of advertising and awareness regarding the availability of the program in Westville. Offering the major on our Westville campus requires the availability of only the seven (7) accounting courses in the major. All others are available due to availability of the management degree, which is on the original “Westville 16” list. All seven are currently offered on our Westville campus, although recently some have only been offered every other year. This program has a good chance of success on our Westville campus. Historically, this program has supported between 120 and 140 students. Demand in our Westville campus service area for accounting students is expected to grow by .3% in the years 2020 to 2025 (per EMSI data base, available upon request).

**It is recommended that:**

- **the accounting program continues to be offered in Westville,**

- **it is added to the list of programs offered on our Westville campus, and**
- **that all upper-level accounting courses are offered at least once a year on the Westville schedule, including high-flex offerings.**

As a note, high-flex offerings can be used regularly or, when appropriate, to address low enrolled courses on both our Westville and Hammond campuses.

- iii. Finance: The finance program on our Westville campus was not part of the original “Westville 16”. The total number of students in the program, on both campuses, is 122. Of those, 15.6% (19) are on our Westville campus. The major requires six specific courses and two finance electives, for a total of eight courses. Of these, one (FIN 443) was offered on the Westville schedule in high-flex modalities prior to COVID and two others (ACC 350 + 402) are required for our accounting degree, and therefore available on our Westville campus. As such, offering the major on our Westville campus would require the COB to make the five (5) courses unique to the finance degree available in Westville, including high-flex, and the one math calculus course, MA 15910.

All of finance courses have been offered high-flex F 20 and S 21. Of the finance electives (2 of the 5), offerings mostly consist of only two courses, FIN 440 + 444, both of which have been offered high-flex either F 20 or S 21.

- ii. The math calculus course, MA 15910, is the same one required for the combined BIA degree and it was also offered high-flex modalities prior to COVID and two others (ACC 350 + 402) are required for our F 20 and S 21, but has not been offered on the Westville schedule. However, there is a calculus course offered live in Westville on a regular basis, MA 16031. The prereq, MA 15300, is required for COB degrees and is offered in Westville regularly. This program has a good chance of success on our Westville campus, as some finance majors are double majors in accounting. Demand in our Westville campus service area for occupations related to finance is expected to grow by .8% in the years 2020 to 2025 (per EMSI data base, available upon request).

**It is recommended that:**

- **the finance program be offered in Westville,**
- **it is added to the list of programs offered on our Westville campus,**

- **the curriculum is updated to allow MA 16031 as an alternative to MA 15910,**
- **all upper-level finance courses are offered at least once a year on the Westville schedule, including high-flex offerings, and**
- **that one of the finance faculty members be relocated to our Westville campus to serve as a resource for our students.**

As a note, high-flex offerings can be used regularly or, when appropriate, to address low enrolled courses on both our Westville and Hammond campuses.

- iii. HR: The HR program on our Westville campus was not part of the original “Westville 16”; however, it is currently available on our Westville campus. The total number of students in our HR program, on both campuses, is 127. Of those, 25.2% (32) are on our Westville campus, despite a lack of advertising and awareness regarding the availability of the program in Westville. Some upper-level courses are only offered once a year. Demand in our Westville campus service area for HR students is expected to grow by 2.6% in the years 2020 to 2025 (per EMSI data base, available upon request).

**It is recommended that:**

- **the HR program continue to be offered in Westville,**
- **that it is added to the list of programs offered on our Westville campus,**
- **that all upper-level HR courses are offered at least once a year on the Westville schedule, including high-flex offerings, and**
- **that one of the HR faculty members be relocated to our Westville campus to serve as a resource for our students.**

As a note, high-flex offerings can be used, when appropriate, to address low enrolled courses on both our Westville and Hammond campuses.

- iv. Management: The management degree is the only COB degree included on the original “Westville 16”. The total number of students in our management program, on both campuses, is 252. Of those, 40.1% (101) are on our Westville campus. It is the largest program in the COB on both of our campuses. Demand in our Westville campus service area for occupations related to management is expected to grow by .7% in the years 2020 to 2025 (per EMSI data base, available upon request).

**It is recommended that:**

- **the management program continue to be offered on our Westville campus and**
- **that the Westville campus continues to be staffed with the appropriate amount of faculty to support the program.**

iii. BIA: The Business Information and Analytics (BIA) degree is a bit difficult to assess at this time for several reasons. It is a merger of two small programs (Business Analytics and Information Systems). The combined degree currently enrolls only 76 students. It is only available only on our Hammond campus; however, most of the courses (all but 5) are available on our Westville campus. Four of those are COB courses and one is the same math course required for the finance degree (MA 15910). However, reviewing previous course offerings is a bit complicated since the Business Analytics degree was a new program even before the recent merger of the two programs (BA and IS). Since the program's inception, it has remained small, never enrolling more than 64 students. In addition, enrollment has been declining since 2018 and as of Fall 2020 there were only 41 students enrolled. The IS degree has been available for a longer period of time, but also has a history that makes it difficult to access. It was originally moved from the COT prior to unification. Also, while it appears to have had small enrollments, it is complicated by what appears to be at least two similar programs (IS and MIS) in the college. As such, future demand for the combined degree is yet to be determined and past offerings are not necessarily representative of future offerings.

**Therefore, it is:**

- **not recommended that the BIA program be offered in Westville at this time for several reasons. (1) Enrollments have always been small in this program. (2) The success of the new combined degree is yet to be determined.**

iv. Marketing: The marketing program on our Westville campus was not part of the original "Westville 16", although the program was offered in Westville prior to unification. The total number of students in our marketing program, on both campuses, is 204. Of those, 16.2% (33) are on our Westville campus, despite a lack of advertising and awareness regarding the availability of the program in Westville. Seven (7) marketing courses would need to be available in Westville for the degree to be available. Although most of them have been listed as Westville courses in the last four semesters, currently there are no plans to continue

doing so as those offerings were part of a teach-out of Westville students. In addition, there are faculty availability issues.

**Therefore, it is:**

- **not recommended that the marketing program be offered on our Westville campus at this time for several reasons. (1) The Westville campus experienced small enrollments in this program before unification, typically around 60 students. (2) Some courses are not set up for high-flex learning. (3) Current faculty members generally have full classes in Hammond, so hiring of contingent faculty members (adjunct, continuing lecturers, and clinical instructors) may be required to expand the program at this time.**

**b. CES:**

**Biology:** This program is part of the original “Westville 16” and has 76 current majors on our Westville campus, 24.4% of the total enrollment in the program. This is the highest headcount of any CES program on our Westville campus and exceeds the enrollments of many of our CES programs on our Hammond campus. While students can complete their program on the Westville campus, there have been scheduling issues with non-Biology required courses and concerns about variety of course offerings as many upper division electives in the past few terms have been canceled due to low enrollment.

**Health Studies:** The Health Studies degree is undergoing revision. The plan is to ensure that Westville students will be able to complete their degree with a mix of high-flex offerings such as hybrid, face-to-face, and some on-line.

**Table 3: CES Enrollments by Campus, Heads and Billing Hours**

Undergraduate Core <u>CES</u> Students by major Fall 2020	Heads	% of Heads	Hours	% of Hours	Undergraduate Core <u>CES</u> Students by college by campus Fall 2020	Hammond heads	Hammond heads %	Westville Heads	Westville heads %	Hammond hours	Hammond hours %	Westville hours	Westville hours %
Applied Stats	3	0.2%	46	0.3%	Applied Stats	3	100.0%	0	0.0%	46	100%	0	0.0%
Biology	312	24.3%	4196	24.5%	Biology	236	75.6%	76	24.4%	3183	75.9%	1013	24.1%
Chemistry	33	2.6%	432	2.5%	Chemistry	28	84.8%	5	15.2%	362	83.8%	70	16.2%
Civil Eng	120	9.3%	1662	9.7%	Civil Eng	94	78.3%	26	21.7%	1325	79.7%	337	20.3%
Comp Eng	80	6.2%	1101	6.4%	Comp Eng	76	95.0%	4	5.0%	1055	95.8%	46	4.2%
Comp Science	165	12.9%	2006	11.7%	Comp Science	151	91.5%	14	8.5%	1823	90.9%	183	9.1%
Elec Eng	123	9.6%	1654	9.7%	Elec Eng	107	87.0%	16	13.0%	1439	87%	215	13.0%

Health Studies	93	7.2%	1205	7.0%	Health Studies	52	55.9%	41	44.1%	716	59.4%	489	40.6%
Interdis Eng	8	0.6%	119	0.7%	Interdis Eng	8	100.0%	0	0.0%	119	100%	0	0.0%
Mathematics	42	3.3%	562	3.3%	Mathematics	37	88.1%	5	11.9%	491	87.4%	71	12.6%
Mech Eng	224	17.4%	3084	18.0%	Mech Eng	182	81.3%	42	18.8%	2481	80.4%	603	19.6%
Medical lab Science	17	1.3%	201	1.2%	Medical lab Science	16	94.1%	1	5.9%	195	97%	6	3.0%
Physical Science	37	2.9%	476	2.8%	Physical Science	29	78.4%	8	21.6%	377	79.2%	99	20.8%
Physics	18	1.4%	254	1.5%	Physics	14	77.8%	4	22.2%	190	74.8%	64	25.2%
Other	<u>9</u>	<u>0.7%</u>	<u>109</u>	<u>0.6%</u>	Other	<u>9</u>	<u>100.0%</u>	<u>0</u>	<u>0.0%</u>	<u>109</u>	<u>100%</u>	<u>0</u>	<u>0.0%</u>
	1284	1	17107	1		1042	81.2%	242	18.8%	13911	81.3%	3196	18.7%

Source: Report Query: IR/IR Website/Enrollment Summary Report – Fall 2020

**We recommend the Biology and Health Studies programs continue to be offered on our Westville campus. The student population is sufficient to maintain the program and students will benefit from all of the general proposed improvements to our Westville campus student environment. Care needs to be taken to make sure that all courses for the degree can be taken on our Westville campus and not just relegated to ‘take it distance from our Hammond campus. Additionally, there needs to be a realistic policy implemented concerning how many students are required to enroll in an upper division course for it to run. Historically, we had many courses that only had roughly six students pre-unification. In order to have the diverse course offerings that are required to attract students, the college administration needs to permit these courses to regularly run once again. Continuing to continue cancel courses with small enrollments, will only drive away more students. Allowing courses to run, and potentially be offset by high-flex offerings, will assist us in our goal of returning our enrollments on our Westville campus to be more in line with the demand for programs in our service area.**

- c. **COT:** The Bachelor of Science in Mechanical Engineering Technology (MET) is one of the original six (6) bachelor programs offered at our Westville campus, formerly known as Purdue North Central, and was offered for well over 30 years. Historically, the campus experienced exceptional student enrollment for all Engineering Technology programs. Ten years ago, our Westville campus started to offer the Mechanical Engineering (ME) program, which drew some of its students from the MET program. Currently, a decision was made to cease offering the ME program on our Westville campus. As a result, our MET program will be able to absorb a percentage of those students, which should increase the enrollment in MET.

The MET program currently has 33 students enrolled on our Westville campus and this can grow as we reinvest in our Westville campus, thereby increasing overall enrollment. Also, as mentioned above, MET will attract some of the potential ME students since that program will no longer be offered.

Table 4: COT Enrollments by Campus, Heads and Billing Hours

Undergraduate Core <b>COT</b> Students by major Fall 2020	Heads	% of Heads	Hours	% of Hours	Undergraduate Core <b>COT</b> Students by college by campus Fall 2020	Hammond heads	Hammond heads %	Westville Heads	Westville heads %	Hammond hours	Hammond hours %	Westville hours	Westville hours %
Comp Graphics Tech	100	12.9%	1317	13.5%	Comp Graphics Tech	92	92.0%	8	8.0%	1205	91.5%	112	8.5%
Comp Info Tech	220	28.4%	2828	29.0%	Comp Info Tech	176	80.0%	44	20.0%	2293	81.1%	535	18.9%
Const Eng	133	17.1%	1699	17.4%	Const Eng	95	71.4%	38	28.6%	1230	72.4%	469	27.6%
Elec Eng Tech	71	9.1%	826	8.5%	Elec Eng Tech	50	70.4%	21	29.6%	599	72.5%	227	27.5%
ME Tech	163	21.0%	2107	21.6%	ME Tech	130	79.8%	33	20.2%	1696	80.5%	411	19.5%
Megatronics	45	5.8%	530	5.4%	Megatronics	40	88.9%	5	11.1%	480	90.6%	50	9.4%
OLS	33	4.3%	359	3.7%	OLS	31	93.9%	2	6.1%	332	92.5%	27	7.5%
Other	<u>11</u>	<u>1.4%</u>	<u>82</u>	<u>0.8%</u>	Other	<u>1</u>	<u>9.1%</u>	<u>10</u>	<u>90.9%</u>	<u>3</u>	<u>3.7%</u>	<u>79</u>	<u>96.3%</u>
	776	1	9748	1		615	79.3%	161	20.7%	7838	80.4%	1910	19.6%

Source: Report Query: IR/IR Website/Enrollment Summary Report – Fall 2020

**Recommended course structure:**

- Shared courses:  
MET and CEMT programs share 3 courses: MET-118/CEMT260, MET-211/CEMT-260, IET-308/CEMT-494. These courses would be taught on our Westville campus to the students of both programs.
- Courses offered on our Westville campus:  
MET-162, MET-213, MET-215, MET-230, MET-102, MET-313, MET-315, MET-329, MET-420, MET-461. These courses would be offered to the students on our Westville campus.
- Courses taught hybrid:  
MET-100, MET-101, MET-382, MET-495, MET-497. These courses would be offered on high-flex modality such as zoom/ video, online, and may require some travel to our Hammond campus.
- Course taught on our Hammond campus only:  
MET-242. This course exclusively would be offered on our Hammond campus.
- All other non-technology courses required for degree completion would be offered on our Westville campus.



d. **CHES**: CHES offers programs in behavioral sciences, communication and creative arts, education, English, history, foreign languages, political science and psychology. The School of Education and Counseling offers two degrees in Elementary Education, one with a Reading Concentration and the other with a Special Education Concentration, and provides courses that serve secondary teaching majors as well. For the purpose of this report, degree programs with a substantial number of students on both campuses were reviewed to determine retention of degree programs on our Westville campus and the possible inclusion of new ones. The reviewed programs include Behavioral Science, Communication, Elementary Education, English, History, Liberal Studies, Psychology, and Social Work. Disciplines, including foreign languages, human development, philosophy, and political science with few majors or head counts, were not considered as potential degree programs for our Westville Campus. The program in Early Childhood Development is being phased out, so it was not considered. It should be pointed out that General Education courses and CHES Core courses are offered regularly as face-to-face and distance classes. The pandemic resulted in courses also being offered as virtual with live classes being taught utilizing Zoom. In addition, the availability of required courses, specific to a major on our Westville campus, was reviewed. These factors were considered in determining the availability of courses in these areas to meet degree requirements on our Westville campus.

The table below provides the latest head counts for degree programs and disciplines on both our Westville and Hammond campuses.

Table 5: CHES Enrollments by Campus, Heads and Billing Hours

Undergraduate Core CHES Students by major Fall 2020	Heads	% of Heads	Hours	% of Hours	Undergraduate Core CHES Students by college by campus Fall 2020	Hammond heads	Hammond heads %	Westville Heads	Westville heads %	Hammond hours	Hammond hours %	Westville hours	Westville hours %
Beh Science	33	2.4%	408	2.2%	Beh Sci	8	24.2%	25	75.8%	117	28.7%	291	71.3%
Comm	265	19.1%	3604	19.6%	Comm	218	82.3%	47	17.7%	2984	82.8%	620	17.2%
Early child	10	0.7%	138	0.7%	Early child		0.0%	10	100.0%		0.0%	138	100.0%
Elem Ed	144	10.4%	2066	11.2%	Elem Ed	93	64.6%	51	35.4%	1315	63.6%	751	36.4%
English	113	8.1%	1513	8.2%	English	82	72.6%	31	27.4%	1107	73.2%	406	26.8%
Foreign Lang	14	1.0%	174	0.9%	For Lang	12	85.7%	2	14.3%	147	84.5%	27	15.5%
History	98	7.1%	1261	6.8%	History	78	79.6%	20	20.4%	1011	80.2%	250	19.8%
Human Dev	64	4.6%	785	4.3%	Human Dev	63	98.4%	1	1.6%	773	98.5%	12	1.5%
BLS	88	6.3%	1026	5.6%	BLS	31	35.2%	57	64.8%	397	38.7%	629	61.3%
Phil	4	0.3%	51	0.3%	Phil	4	100.0%		0.0%	51	100%		0.0%
Pol Science	41	3.0%	539	2.9%	Pol Science	37	90.2%	4	9.8%	491	91.1%	48	8.9%
Psy	308	22.2%	4094	22.2%	Psy	228	74.0%	80	26.0%	3004	73.4%	1090	26.6%
Social work	25	1.8%	345	1.9%	Social work	1	4.0%	24	96.0%	1	0.3%	336	97.4%

Soc	182	13.1%	2406	13.1%	Soc	166	91.2%	16	8.8%	2184	90.8%	222	9.2%
	1389	1	18410	1		1021	73.5%	368	26.5%	13582	73.8%	4820	26.2%

Source: Report Query: IR/IR Website/Enrollment Summary Report – Fall 2020

### Recommendations for CHERS programs:

**Retention of Degree Programs:** In 2019, it was determined that 16 degrees could be completed entirely at the Westville campus. Among them, the following CHERS degrees were considered to be viable on our Westville campus: BLS Liberal Studies, BA General Communication, BS Psychology, BA Behavioral Sciences, BA Elementary Education: Reading Concentration, BA Early Childhood, and BA Social Work. As stated above, since that time, the decision was made to phase out the BA in Early Childhood.

**It is recommended, based on the demand for the programs and the current numbers of students declaring Westville as their home campus, that the following degrees be retained on our Westville campus:**

- **BLS (Liberal Studies)** – This major offers a very flexible interdisciplinary degree and could serve as an option for students who have interests in disciplines like history and English literature, whose degree programs were deemed no longer eligible for completion entirely on our Westville campus when the review was conducted in 2019. Declared BLS majors number at 57 (64.8%) on our Westville campus and 37 (35.2 %) on our Hammond campus.
- **BA Sociology** – This program was deemed fully available on our Westville campus in 2018.
- **BS Psychology** – This degree continues to be popular, and currently has 80 students enrolled in the major on our Westville campus (26%) and 228 (74%) on our Hammond campus.
- **BA Elementary Education** – This degree program currently has 51 (35.4%) majors enrolled on our Westville campus and 93 (64.6%) on our Hammond campus. According to the US Department of Education, Indiana has teacher shortages in these areas: music, career and technical education, English as a second language, language arts, mathematics, science, special education, psychologist, world languages, and early childhood. Market demand necessitates maintaining this degree with concentrations in either reading or special education at our Westville campus. Education courses offered at our Westville campus also serve English teaching majors.
- **BA General Communication** – This degree program currently has 47 (17.7%) majors enrolled on our Westville campus and 218 (82.3%) on our Hammond campus. The ability to communicate is one of the most highly sought skills by employers. According to the 2018 National Association of Colleges and Employers (NACE) survey of 201 employers, the knowledge and skills taught in Communication courses are essential to getting hired.

Communication is also one of the most popular humanities majors in the United States: In 2015, nearly 25 percent of bachelor's degree completions in the humanities were in Communication ([Humanities Indicators](#)).

- **BA Behavioral Science** – The number of BABS majors has been declining in general due to enrollment declines at PNW as a whole but also specifically due to the lack of language courses available to our students on our Westville campus. As a result, some potential BABS majors elect to complete the BLS instead; however, BABS students have a different focus in their degree pursuit apart from the offerings of the BLS. These students are interested in having a Bachelor of Arts degree with a structured focus on the behavioral and social sciences namely sociology, psychology, anthropology, and political science, which is not provided by the BLS. Further, offering the BABS degree requires no additional resources as all required courses are offered in other programs in Westville so these students help fill those courses. Providing students with choices in degree programs, especially those with no additional costs, allows them to get the most out of majors and is more likely to allow PNW to retain students, rather than hoping they will accept programs to pursue due to lack of choice.
- **BA Social Work** – This degree originated on our Westville campus and currently has 24 students (96%) as declared majors at Westville and 1 major (4%) at Hammond. This number is technically correct, but omits information critical to understanding the interest in this degree. Currently, PNW does not differentiate between pre-major students, those that have declared an interest in a program but due to requirements cannot actually be coded into the major at that time, and university college students, who are undecided or do not meet admission requirements. Within the university college designation are a number of identifiable students, who have declared an interest in pursuing the social work degree and qualify for the program, but due to accreditation students must complete a year of requirements before officially applying to the major. Historical data provides support that the majority of these students become full majors. Demand for the degree is also supported by the US Bureau of Labor Statistics, which notes that the demand for social workers in various areas will continue to increase throughout the 2020s. This recommendation requires an additional recommendation, to be acted upon this semester to allow Westville students to continue their studies. As such, we add the following **recommendation**:
  - **The fall 2021 schedule be amended to offer courses in Health Studies on the Westville campus according to the semester-by-semester plan shared with students.**
- **BA English with Literature Concentration** - Review of English Program for Degree Completion at Westville: Prior to the decision in 2019, completion of a BA in English was possible on our Westville campus. In fact, for years, the degree program in English was robust and successful in offering a variety of

courses particularly in literature that served not only English degree requirements but also General Education and Core requirements. Currently there are 113 English majors: 82 at our Hammond campus (72.6%) and 31 at our Westville campus (27.4%). Three concentrations are offered: teaching, writing, and literature. Both the teaching and literature concentrations are dependent on a number of literature courses being offered each semester for degree completion.

**Through strategic scheduling of courses, it is recommended that the completion of a BA in English with a Literature Concentration could be possible at our Westville campus for the following reasons:**

- **Courses in General Education and CHES Core are available on our Westville campus.**
- **Both English literature majors and English teaching majors declaring Westville as their home base need to take literature requirements (English 23100, English 28800, and English 38800), so scheduling of required literature on our Westville campus can be done to accommodate both concentrations. Also non-majors enroll in literature courses as electives or to fulfill the English minor. English 23100 has been offered in these modes: in-person or lecture, distance, and live virtually. English 28800, new to the English curriculum, has been offered as distance. English 38800, also new to the English curriculum, has been offered as distance and virtual. Thus, the best option that will meet the needs of the students on our Westville campus should be considered when scheduling the required literature courses.**
- **The capstone course needed for the literature concentration can be conducted as an independent study with a faculty member on our Westville campus, which is how it was offered in the past.**
- **The literature concentration currently requires 2 writing courses. These requirements can be completed through courses that have been offered as distance at our Hammond campus, but seats should be allocated to our Westville campus so students searching for courses will see these as options available to them. This recommendation is easy to implement since certain writing courses have only been offered as distance by our Hammond campus.**

**It has been determined that the BA in English with concentration in English Teaching cannot be completed entirely on our Westville campus for the following reasons. However, if courses that have been offered high-flex are continued to be offered in those modalities, then the number of courses students would be required to take at our Hammond campus is reduced, making it easier for declared English teaching majors at our Westville campus to complete the degree program.**

- Although most of the education courses required of the major are offered in person at the Westville campus, two courses (EDPS 37000 and EDCI 34100) are offered only at our Hammond campus. It is noted, however, that EDCI 34100 was offered virtually in fall 2020. If this high-flex offering is continued, it would reduce the number of courses unavailable to our Westville students and make this option more attractive to them.
- Certain English courses required of the English teaching major are only offered on our Hammond campus. They include English 39100, 49200, 30800, and 32600 or 32700. Three of these, English 30800, 32600, and 32700 have been offered as distance. If these high-flex offerings are continued, it would reduce the number of courses unavailable to our Westville students and make this option more attractive to them.
- If courses are available high-flex, then the number of remaining courses to be taken at Hammond is reduced, making it easier for declared English teaching majors at our Westville campus to complete the degree program.

It has been determined that the **BA in English: Writing Concentration** can only be completed at our Hammond campus because of the high number of writing courses (10) required that are only offered at our Hammond campus. However, it should be pointed out that some are offered high-flex.

**Review of History Program for Degree Completion at Westville:** Prior to the decision in 2019, completion of a BA in History was possible at our Westville campus. Currently 20 (20.4%) of our declared majors reside at our Westville campus while 78 (79.6%) of our declared majors reside at our Hammond campus, for a total of 98 majors. **A number of degree-required upper-level courses are offered at the Westville campus, and during the pandemic, these courses were offered in high-flex modalities. As such, given the fact that only 20 declared history majors exist at the Westville campus, it is not clear whether future course enrollments will be sufficient to guarantee in-person classes. Therefore, it cannot be recommended at this time to include the BA in History as a degree that can be completed entirely at our Westville campus.**

**Final Recommendations:** In order for CHESS Programs to thrive at our Westville campus, the following strategies should be enacted:

- Administration (Dean and Chairs) need to work closely with faculty in modifying curriculum to best meet the needs of all of our students on both of our campuses in light of an ever-changing job market and demand.

- Chairs need to keep in mind that curriculum is determined by faculty and that curriculum and scheduling go together. Chairs need to work closely with their faculty in scheduling courses to meet the needs of all of our students and their degree requirements. For example, scheduling may necessitate offering a course high-flex to meet the needs of our Westville students.
  - The Dean of CHESS has provided each department substantial funds to market programs to recruit students to PNW and to CHESS. The marketing plan employed by each department must include strategies feasible for both of our campuses. Input from faculty should be sought, and marketing plans and budget allocations should be shared with faculty members within the department. It is important that all stakeholders are involved and informed to encourage contributions of ideas and to foster open, transparent, and collegial communication between chairs and faculty members.
- f. **CON:** Currently, our nursing degree is offered on both of our campuses. However, some items regarding our Westville campus are recommended. These include items such as increasing the number of admits to our Westville campus. Prior to unification, our Westville campus admitted an average of 50 students per year. That number is currently averaging closer to 10, although demand in the service area remains strong. Increasing the number of students admitted on our Westville campus will ensure larger class sizes and better serve area hospitals in terms of nursing graduates. Also, reestablishing and/or expanding clinical placement opportunities with the hospitals in our Westville campus service area will better serve both our students and institutions in the area.

**Therefore it is recommended that**

- **the number of admits on our Westville campus be increased, and**
- **PNW reestablish robust relationships with the hospitals in our Westville service area and provide our students and community with the benefit of those relationships.**

Westville Committee: Program Subcommittee members:

Raven Callahan Chant (Student Member)  
 Vanessa Quinn  
 Jane Rose  
 Michelle Spaulding  
 Edward Vavrek  
 Donna Whitten (Program Subcommittee Chair)  
 Daniel Wilbur  
 Jennifer Williams (Curriculum Registrar Member)

## Appendix

Links to US News reports on High School enrollments:

<https://www.usnews.com/education/best-high-schools/indiana/districts/laporte-community-school-corp/laporte-high-school-7279>

<https://www.usnews.com/education/best-high-schools/indiana/districts/valparaiso-community-schools/valparaiso-high-school-7440>

<https://www.usnews.com/education/best-high-schools/indiana/districts/new-prairie-united-school-corp/new-prairie-high-school-7319>

<https://www.usnews.com/education/best-high-schools/indiana/districts/school-city-of-hobart/hobart-high-school-7253>

<https://www.usnews.com/education/best-high-schools/indiana/districts/duneland-school-corporation/chesterton-senior-high-school-7182>