Program Summary

Task Force: Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. The work of the Educational Studies Department is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

Criterion: #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

Question: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

The Department of Educational Studies provides programs in early childhood education, elementary education, and secondary education at the UG level. We are approved for programs at the MS level, but they are currently dormant. Our mission reads:

DES faculty and staff mentor all students in the transformation to high-quality, professional educators.

It is our goal, then, to provide continuous mentoring, for future educators, from the first course in the program all the way through to the last course. The type and intensity of relationships vary and deepen over time as students move from introductory courses to professional education courses and from field experiences to practicum, internships, or student teaching experiences. This mission provides support to both the university's mission and vision through supporting “recognized baccalaureate … programs that drive the intellectual, social, economic, and cultural advancement of our students and our region” that are “recognized for a transformative learning environment characterized by intensive mentoring.”

Criterion: #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

Question: I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.
The State Board of Education provided data on candidate performance for our graduates. Each candidate working in a public school has to be evaluated on a scale of highly effective, effective, improvement necessary, and ineffective. Data on candidates who have 1, 2, or 3 years of experience are then used to evaluate the teacher preparation program from which they graduated. IPFW had 143 candidates from whom data was reported (10 additional candidates did not have data due to waivers by the public school district). Over the first 3 years, 98% (140/143) of our candidates were rated as highly effective or effective. Only three students were in the “improvement necessary” category during year 1 or 2. Thus, these external measures of candidate performance demonstrate that we are doing a fabulous job of preparing teachers.

The CEPP received a sizable grant for project based learning and 24 faculty members participated in training. This project supported project work in P-12 classrooms as well as in college classrooms.

A pilot for “residency schools” in Fort Wayne Community Schools was started with one local elementary school as a way to increase diversity experiences for our students by having a variety of experiences in the same school over 3-4 semesters. It has expanded to two elementary schools and we are in the process of formalizing the agreement with the school district and expanding the program to local junior high/high schools. The goal of the residency program is two-fold. First, we want our students to understand and value the challenges associated with teaching in an urban school. Second, we want the elementary and secondary students to see education as a viable future profession. Of course, we also want them to see IPFW’s education programs as the entry point for that profession.

In May 2012 the unit restructured its undergraduate advising procedures to create a system where all undergraduate students were assigned to one of two full-time professional advisors, depending on where they are at in their program. This was necessary given the complexity of changing licensing rules and regulations as well the larger number of majors in our department and on campus (e.g., secondary mathematics or life science majors in COAS). The results of this restructuring were positive in the sense that students have greater access to their advisors and receive consistent messaging. Students report fewer complaints of misadvising or lack of advisor availability. Faculty, instead of doing academic advising, have assumed the role of Mentors to students. In this role, they have planned formal and informal events outside of the classroom as a way to build relationships with students. These changes are part of our overall strategy for retaining students in our programs.

In July 2013, the functions of advising, licensing, and student teaching for the CEPP were restructured from the Dean’s office to our department and retitled as the office of Educational Planning and Information Center (EPIC). Each person in this office reports directly to the Chair of Educational Studies. A major emphasis of this office is on recruitment and retention of students.

All students who entered a department program in Fall 2014 have a plan via myBLUEprint.

Question: II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.

- Faculty in DES have published 62 articles, book chapters, and/or books since 2011 in national and international, peer-reviewed or refereed publications.
- During that same time period, faculty in DES have presented 43 papers at local, state, national, and international conferences.

Question: III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.

Intentionally left blank
The CEPP was formed out of the Department of Educational Studies, the Department of Professional Studies (i.e., the old School of Education), and the Department of Public Policy (i.e., the old Division of Public and Environmental Affairs).

As part of our accreditation process, we actively engage stakeholders in two different forums. The Teacher Education Council meets once a semester and is comprised of faculty members from COAS, VPA, DES, DPS, the Associate Dean of CEPP, and our licensing agent. This forum focuses on how we can best meet national standards for P-12 teachers in regards to content knowledge. This forum has existed for a number of years, yet recently the format was shifted from a way to disseminate new information towards a way to engage each other in conversations about important educational topics/issues. The Principal Advisory Group existed as a way to receive feedback on program quality, candidate performance, and trends in education. While this group was incredibly helpful, we decided to expand it to include other stakeholders. As we enlarged the group, it was not possible to retain the name. The Unit Advisory Committee emerged and it meets one time a semester also. This committee is comprised of stakeholders for each program area (e.g., early childhood education, secondary) that represent a variety of roles within that field (e.g., student, teacher, High School Department Chair). At the spring 2014 meeting we brought forth an issue regarding student preparedness in classroom management. This topic was discussed by all program areas. Many ideas were generated in ways to focus on specific skills, philosophical positions, and how to communicate effectively to students regarding the impossibility of ever being 100% prepared for every situation encountered while teaching. We have incorporated several of those ideas into our curriculum.

We passed our on-site focus visit by NCATE to receive national accreditation for the education unit. We passed with no areas for improvement for Standard 2 (the standard of interest for the focus visit). Recognition at this level demonstrated how our programs are high-quality and use data for continuous improvement. Revising our assessment system to gather performance-based assessments on all candidates was no trivial task. We had to redesign existing assessments, create new ones, and develop a system for gathering, analyzing, and responding to data each semester/year.

As part of our on-going efforts to ensure that students have rich and engaging experiences in schools and other agencies and to support the university’s designation as Carnegie community engaged, we have created partnerships with local and regional schools, Junior Achievement, Allen County Juvenile Center, Early Head Start and Head Start centers, Science Central, to name just a few.

The New Immigrant Literacy Program (NILP) celebrated its 11th Anniversary this year. This program serves K-7th grade students who need reading and math tutoring as well as provides experiences in science. Primarily Burmese children and their families participate in this program, yet a secondary focus is to provide volunteer opportunities to students. All students in the elementary and secondary programs are required to work with/tutor a child whose home language is not English. This is a valuable resource to have on our campus.

Kyaw Soe started a Burmese Language and Culture School, during Summer 2014. This is an intensive program that occurs on both Saturday and Sunday morning in our Curriculum Lab.

**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.
The Dean reallocated the job responsibilities for a Clinical Instructor to focus 50% of her time on recruitment and retention efforts. While her time is shared across the three departments, this has helped us attend to new practices as well as shore up old practices to be more effective and efficient in communicating with and tracking the progress of students in all of our programs. The result has been three consecutive semesters of stabilized enrollments.

Due to financial concerns and the need to clarify lines of reporting, the Dean reorganized the secretarial and professional staff within the college. As mentioned previously, EPIC was formed and all of the employees in that area report to the Chair of Educational Studies. In addition, a position for departmental secretary was formed and that person also reports to the Chair of Educational Studies.

**Criterion:** #3: Accreditations - Program specific accreditation and status

**Question:** Accreditations - What program-specific accreditations and status do you have, if any?

- As an education unit, we are currently nationally accredited by NCATE (National Council for the Accreditation of Teacher Education).
- Each individual program (e.g., early childhood education, elementary education, secondary math, secondary social studies) received program approval through the IN Department of Education.

**Question:** Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?

- As mentioned previously, we are nationally accredited by NCATE (National Council for the Accreditation of Teacher Education). The accreditation process has been reorganized and is under the direction of a new organization, Council for the Accreditation of Educator Preparation (CAEP). The new system has much more rigorous standards for gathering data (e.g., follow-up data on teacher classroom performance evaluations, data to measure impact of teacher on p-12 student performance, data on financial aid default rates), analyzing data, and using data to improve each program. The new standards for programs put great strain on our resources to meet them.
- In the future, given the new CAEP-IN state agreement, each program will submit a program report for review to CAEP Specialty Program Areas (SPA) [instead of seeking IN Department of Education approval]. Each program review will be sent to a different SPA. The SPA performs a detailed program review that is designed to ensure that each program meets high standards for performance and quality before receiving national recognition status. *We will submit 10 separate program reviews before Spring 2017.*

**Criterion:** #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

**Question:** Federal and State Laws - What federal and/or state laws or mandates do you address, if any?
In order to license teachers, we must follow each and every law set forth by the state legislature as well as the policies developed by the IN Department of Education and the State Board of Education. In addition, laws and policies at the federal level also impact our work. At times it feels that these laws and policies represent an alignment of forces against teacher preparation programs (some are mentioned below). For example, the National Council on Teacher Quality (NCTQ) creates yearly reports that rate teacher preparation programs based on website and syllabi review. This methodology clearly does not align with how we are evaluated by our national accrediting agency; that agency relies on rigorous measures of candidate performance. In addition, there are inherent contradictions between our goals for higher education for future teachers (e.g., critical thinking skills, understanding the purpose of schooling, moral/ethical responsibilities to students, families, and community) and state P-12 goals (e.g., raise standardized test scores, privatize public institutions). Similarly, tensions are felt when comparing what student come to an education program for (i.e., because “I love kids”) and what we have to do to prepare them for teaching (i.e., theoretical and philosophical understanding, strong content knowledge, rigorous measures of performance).

**Question:** Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

**Constraints:**

- Three major changes in licensing have been approved by the state legislature. These new laws have resulted in new mandates regarding content knowledge for all teachers (e.g., secondary must match the major in that field, elementary must have a concentration area), increases in both the type and amount of required data for mandated compliance reporting, and the creation of new, Indiana-standards specific licensing exams.
- These licensing changes must co-exist within the context of other legislative mandates. Most importantly it is challenging to meet the 120 credit rule and the GE transfer cluster for each and every education program we offer.
- The new licensure tests have cut-off scores and time limits that have impeded passing for many of our recent graduates; even those with very high GPAs.
- No pay increases are allowed when a teacher earns a MS in Elementary or Secondary Education degree, thus we have experienced significant declines in our graduate program enrollments.
- At this time, we are facing the possibility of significant changes in HEA data reporting mandates that could negatively impact public perception of our programs.

**Benefits**

- High standards for quality programs and student performance.
- Rigorous measures of candidate performance before admission, during the program, and after graduation.
- More focused on mentoring students to move successfully through program (licensure exams).

**Criterion:** #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

**Question:** Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.
In the past, faculty members were allocated professional development monies to use as they wish. There was no way to determine if those funds were used to support the mission of the department or the university.

Currently, a great deal of faculty service is devoted to program assessment to meet accreditation and licensing mandates. Much of this service could be handled better by Administrative/Professional staff personnel who has specialized education and experience in program assessment.

**Criterion:** #6: IR and Budget Review - Review of your department profile and budget

**Question:** Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: http://www.ipfw.edu/offices/ir/profiles/

- The data show a sharp decrease in enrollment between 2009-10 and 2013-14. These years represent our peak and low figures for Undergraduate enrollment. The education profession has been under constant attack by the state legislature and the media, creating a context where students are not as excited as previously to join the profession.
- However, we were able to stem the severity of loss between 2012-13 and 2013-14. The undergraduate data for 2014-15 show a small gain. Thus, we believe our recruitment and retention efforts are paying off.
- Graduation rates during this time period also decreased. New licensure requirements went into effect during 2012-13 resulting in a push by many students to complete their program. Thus, there was a sharp decrease in graduation rates the following year. It is slowly building back up.
- Preparing future teachers is a labor- and financially-intensive endeavor. Depending on the program, each student spends between 150-300 hours in field experiences before the final semester. This means that faculty invest a great deal of time supervising each student. During the final semester, each student participated in a practicum or student teaching experience. The student is mentored by a team of professionals. The classroom teacher serves as the Cooperating Teacher and is paid a nominal salary for the extra time she/he invests in preparing the teachers. Then, we hire a University Supervisor to provide an “outside perspective” to monitor candidate growth, provide feedback, and evaluate classroom performance.
- These data do not account for the number of secondary majors that we serve from other departments. For example, we offer a Secondary Teaching Minor to students in COAS programs (i.e., Biology, Chemistry, Earth & Space, Economics, French, German, History, Physics, Political Sciences, Psychology, Mathematics, Sociology, & Spanish) and VPA programs (i.e., art and music education). Students in these programs must typically complete a minimum of 27 education credits to earn their teaching license. We then invest staff time in locating Student Teaching placements, finalizing Student Teaching contracts with districts/teachers, and assisting all students through the licensing process.
- The state law that removed financial incentives for earning an advanced degree was devastating to enrollment in the M.S. in Elementary and Secondary Education programs. Due to low enrollments, we had to put them in a dormancy status. Our research indicates that other universities who maintained enrollment during the enactment of the law did so by students from other states. It is our goal to revise our program and delivery methods to encourage enrollment by teachers in neighboring states.

**Criterion:** #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.
Task Force: 1. Comment on the specificity of the goal:

Very specific and clear.

2. Comment on the goal's measures:

Number of students targeted is very low. Why? In addition other metrics should be more specific and measureable.

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

Additional support is needed. Considering the enrollment trend it might not be realistic to ask for financial support.

4. Comment on the goal's relevance:

Retention rate improvement is a goal that is relevant to IPFW Goals.

5. Comment on the timeline of the goal:

Ongoing 1 year.

Possible opportunities for collaboration or suggestions for addressing a gap:

Question: Unit Goal - What is your unit goal?

Goal 1: Evaluate recruitment and retention practices to determine which are most effective in continuing the pattern of increased student enrollment in department programs.

Justification: Enrollments have stabilized over the past three semesters. However, we need to better understand (based on data) which practices are most effective in recruiting and retaining students in our programs.

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.B.4. Expand use of high-impact instructional and advising interventions.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

Question: Actions - What action(s) does your unit plan to take to support this unit goal?
Monitor and expand School-Based Program for EDUC F200 (Exploring Self as Teacher) as a pathway for recruiting students into our programs

Market all programs, including new Education Policy program, to current and potential students during direct recruiting activities (e.g., HS events, on-campus visit days, visits to ITCC education courses)

Refine system for supporting students as they take standardized licensure tests at the beginning and end of the programs. For example:

- CASA exam – provide workshops on topics such as test-taking strategies, deliberate practice & confidence
- CASA exam – purchase study guides to use in the Education Café and Study Center
- CASA exam – library has purchased study guides for circulation
- CORE exam – create 1-credit classes to provide resources, support, and guidance on content area tests
- Investigate existing programs for attracting students of color to our programs (e.g., “Call me Mister” program)

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

I.M. 1 Retention rate

- 2 students will enroll in the new Education Policy program per year
- Students will take at least one CASA test while enrolled in EDUC F200.
- Decrease number of attempts needed to pass the CASA test (so they can move seamlessly into Professional Education courses)
- Decrease number of attempts needed to pass the CORE tests (so they can move seamlessly to being a licensed teacher)

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Limited

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

We need to gain access (either within or outside of the university) to specialists who can design materials (i.e., Education Policy program brochure) and market our programs to traditional (e.g., high school students) and new populations (e.g., ECE, non-traditional students, citizens with some college courses). If these resources are not available for free within the university, we will need financial allocations to access them.

It takes approximately 5 hours a week for each Academic Advisor to track licensure test scores and other program admission/graduation requirements. We need financial allocations for a 20-hour a week workstudy student(s) to assist with these tasks as well as other recruitment and retention activities. In addition, it would be beneficial to partner with MAC office personnel to provide workshops on study habits, transition to college, self-efficacy, etc.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Student perceptions of tests and what it means to be a professional educator.

As mentioned previously, the context of education in our state (and nation) seems to work against us, instead of with us when preparing future teachers.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

This is an on-going goal as each new student must complete the CASA (or meet equivalency requirements) and CORE exams. Metrics were set for 1 year; will need to determine appropriateness of same or new goal when evaluate 2015 outcomes.

**Criterion:** #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:** 1. Comment on the specificity of the goal:

   Clear goal.

   2. Comment on the goal's measures:

   Standard metric use is proposed.

   3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   QUESTION: Why assessment specialist is needed? Usually faculty does this task.

   4. Comment on the goal’s relevance:

   It aligns with IPFW goal.

   5. Comment on the timeline of the goal:

   Ongoing task.

   Possible opportunities for collaboration or suggestions for addressing a gap:

   **Question:** Unit Goal - What is your unit goal?

   Goal 2: Improve student assessment tools and practices to more authentically measure student growth and program effectiveness.

   Justification: We need to better understand what our candidates know and can do (student growth) as a measure of our programs’ effectiveness. We previously created a system for gathering data via key assessments. It is time now to critically analyze and improve the tools (key assessments) we are using to gather the data.
IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

(our focus is on degree program)

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- Follow system created for gathering and analyzing student learning relative to state and national standards of performance
- Critically analyze each tool for quality of information provided and impact on student learning
- Make informed changes to assessment system, key assessments, and/or program/courses as necessary to maintain quality programs and continue to address state and national standards for teacher performance

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

I.M.3 Achievement of learning outcomes

The assessment tools will be judged against quality of data they provide regarding our candidates’ performance on state and national standards. Now that we have several years of data, we can engage in different types of analyses (e.g., correlations between different data points) to understand how performance at one time point relates to performance at another. As always, if a student does not meet the standards, she/he will have to redo the assessment as outlined in each program’s assessment system document.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

We need an assessment specialist for the department through either an Academic/Professional Staff or a Faculty position. A faculty member has currently volunteered for this position, but this limits his ability to meet other faculty duties. Hiring an assessment specialist would provide leadership, knowledge, and specific skills at applied program assessment to support the goal of improving assessment tools and processes to more authentically measure student growth and program effectiveness. Doing so is not a want but rather a need to position us well for meeting the rigorous CAEP accreditation and SPA recognition requirements.
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

As stated above, we lack necessary human resources to accomplish this unit goal well.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

This is an on-going task as we must continuously improve our data assessment system. A “continuous improvement” stance is a necessity for meeting accreditation standards (CAEP) and content-specific standards (e.g., program reviews through SPAs). In the end, having an effective system will help us to better understand what our candidates know and can do.

**Criterion:** #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:** 1. Comment on the specificity of the goal:

   Not clear. What type of programs?

2. Comment on the goal's measures:

   Metric proposed is not a metric.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Existing marketing capacity can be used at IPFW.

4. Comment on the goal's relevance:

   Goal is not clearly defined. Hence, it does not map well with IPFW goal.

5. Comment on the timeline of the goal:

   After defining clearly what the goal is then timeline might make sense.

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

Goal 3: Expand programs that have public value, especially those at the graduate level.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.C.8. Respond to regional demand with appropriate post-baccalaureate credentials.
**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- Develop a new MS in Education program that is comprised of concentrations that could stand alone or be used to build toward MS requirements
- Vet new program with focus groups of teachers interested in and not interested in pursuing a MS degree
- Design marketing materials
- Market the program

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

By January 2016, the newly designed M. S. program will have 12 students enrolled in the first cohort for the program.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Not entirely.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

As discussed previously (Goal 1), we need to gain access to specialists who can design materials and market our programs to traditional (e.g., local teachers) and new populations (e.g., teachers in surrounding states) using a variety of avenues (social media, post cards, etc.). If these resources are not available for free within the university, we will need financial allocations to access them.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

As mentioned previously, we have lost a number of faculty and administrative/professional staff positions. Thus, human resources are at a premium and it is hard for those already working hard to consider doing more.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

We have a goal of starting the first cohort in January 2016. To meet that we would need to:

- Develop solid program by middle of Spring 2015 and convene focus groups.
- Use feedback to finalize the program; approve program.
- Design and distribute marketing materials to start enrollment.
Criterion: #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Task Force: 1. Comment on the specificity of the goal:

Not clear. This is very generic. Please specify.

2. Comment on the goal's measures:

Metrics proposed are not metric.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Yes if IPFW resources are available for their use.

4. Comment on the goal's relevance:

Goal is not clearly defined. Hence, it does not map well with IPFW goal.

5. Comment on the timeline of the goal:

No timeline is defined.

Possible opportunities for collaboration or suggestions for addressing a gap:

Question: Unit Goal - What is your unit goal?

Goal 4: Expand available human and technological resources to enhance our ability to accomplish mission/goals.

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

II - Promote the Creation, Integration and Application of Knowledge

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

- Strategically hire new faculty that can add to our culture of research, quality programs for students, and service toward “doing public good.”
- Determine the feasibility of being an “Apple” education department.
Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- All searched positions are filled by high-quality candidates.
- Discussions are held with faculty and administration within and outside of DES to determine benefits and costs to being an “Apple” education department.
- Apple representatives are involved in discussions as necessary.
- Technology survey completed by local school districts.
- Decision is made by June 30, 2015.

Question: Resources - Are you able to accomplish this unit goal with your current resources?

We can accomplish most of the actions with existing resources. However, please see next box below for one additional resource that is needed.

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Sam Birk from CELT will be needed for support and guidance as well as a liaison who between DES, IPFW administration, and Apple representatives.

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Perception of IPFW's current status by potential candidates.

Faculty not being fully engaged in the Apple conversations.

School districts not returning the survey.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Intentionally left blank

Criterion: #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Task Force:
1. Comment on the specificity of the goal:

QUESTIONS: Expand how? What does mutual benefit means? Please be specific.

2. Comment on the goal's measures:

Metrics proposed are not metric. They are actions.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Yes if IPFW resources are available for their use.

4. Comment on the goal’s relevance:

If the goal is specified well then it maps to IPFW goal.

5. Comment on the timeline of the goal:

No meaningful timeline is defined.

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

Goal 5: Expand mutually beneficial relationships with local schools and community organizations.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners.

(our focus is on developing regional educational partnerships)

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

• Expand residency model from elementary to secondary level, while formalizing the written agreement with Fort Wayne Community Schools (FWCS)
• Explore opportunities for a residency model with East Allen County Schools
• Explore opportunities for expanding and funding the New Immigrant Literacy Program (NILP)
• Investigate funding for student scholarships based on both ability and need

**Question:**
ES Educational Studies

Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Formal agreement is reached with FWCS
- One new grant is submitted for funding NILP
- Scholarship money is accrued each year until it is large enough to be distributed.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Not entirely.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Pat Farrell will need to provide assistance in locating viable funding sources for possible grant opportunities.

The Office for Advancement will need to provide assistance with obtaining student scholarships.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

It is challenging to get meetings with the right persons at FWCS.

We would have to initiate the entire process with the East Allen County School district.

The residency model agreement will need to be vetted by both PU/IPFW and district legal counsel, most likely extending the timeline.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

We will continue to work to formalize the residency model agreements with local schools, no matter how long it takes.

Setting up a student scholarship fund will be an on-going process. I expect that it will take at least 3 years to acquire enough funds from alumni or community members before scholarships can actually be offered. Each year will represent at least one large fund-raising effort.

**Criterion:** #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments
ES Educational Studies

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:**
Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
#16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?