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 Career Services 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)

Career Services provides programs and services that support the mission, strategic plan, and the baccalaureate framework for IPFW. We focus on meeting and exceeding the career needs of our students and alumni. In this quest we partner with students, alumni, faculty, IPFW administrators, employers, parents, and the community. We provide data-driven services and expertise to our partners in: Career Development, Experiential Learning, Recruitment, Employment, and Education.

Career Services seeks to be nationally recognized for its service throughout the Midwest and known for its contributions to the University’s Baccalaureate Framework and the Six Degrees of Connection. We will be a leader in innovative collaborations with campus partners, businesses, community organizations, and universities throughout the region.

**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.

1. **Foster Student Success**
   - **Experiential Learning - Internships / Externships / Jobs:** Assisted employers with posting 3,623 jobs and internships in 2013 (+1,090) on JobZone. From 2012 to 2013, the number of part-time job postings increased by 27%, the number of full-time job postings increased by 33%, and the number of internship postings increased by 20%. In March of 2013, we had 32 students participate and 27 host sites in the externship program. This program allowed the students to explore a specific career path, gain marketable job experience, and make professional connections by working with alumni and local employers for 2-5 days. The primary purpose of the externship program was career exploration – job shadow program.
   - **First Destination Survey:** A total of 902 graduates received the 2013 first destination survey and 439 participated - response rate of 48%. The responses we collected and presented help future Mastodons prepare for their career and other post-graduation goals. The IPFW Career Services First Destination Survey provides comprehensive and reliable data which can be used to accurately inform and shape career expectations of current undergraduates, new alumni, and
prospective students. Equally important, the survey facilitates IPFW’s compliance with the outcomes data requirements of the Higher Education Opportunities Act. It also provides accurate post-graduation outcomes information to the IPFW community at large (administrators, academic departments, etc.), parents, employers and hiring organizations, and they help fulfill local, national, and international media requests. Report can be viewed here: http://www.ipfw.edu/dotAsset/2279a9d3-36c6-4ee9-a867-fbdae0f76dde.pdf

**iStartStrong / New Student Orientation Pilot Program:** Career Services, Arts and Sciences (13 Deciding Students), and the Mastodon Advising Center worked together to give 517 students the opportunity to take the iStartStrong assessment as part of their orientation to IPFW.

**Success with Implementing the Counseling Module / Kiosk System on JobZone:** The Student Tracking System (STS) features a kiosk interface and swipe card technology so that we can now track student event attendance, on-campus interviews, and career center visits. This system provides us with the tools necessary to share critical statistics on career services traffic and usage. The new Counseling Appointment System allows counseling staff to spend more time engaging students and less time managing their appointment calendars. This module has allowed us to streamline all aspects of meeting management to more efficiently schedule counseling and advising appointments, track notes and follow-ups, and capture statistics.

**Success with Using Technology /Social Media:**
- **LinkedIn:** Career Services created a LinkedIn account in summer of 2013. The goal of this account is to connect recruiters with IPFW students and alumni. Currently have 513 connections
- **Newsletter:** Career Services created a newsletter in Spring 2013 called “Connections”. Each newsletter has information about an Academic Unit, highlights a corporate sponsor, highlights “by the numbers” and employer services. It also highlights events and programs. We had 65 campaigns, 14 newsletters and 4,314 contacts in Connections.
- **Mastodon Career Call Webinars:** A total of 549 students and alumni registered for Mastodon Career Call Webinars in 2013. Webinars were recorded and posted on the IPFW Career Services You Tube Channel – Professional development
- **Blog:** Career Services blog has been established since August 2008, and we use Google analytics to track visits. From Jan 1 2012 and Dec 31 2012, our blog had 1,313 visits. From Jan 1 2013 and Dec 2013, we had 709 visits (-609 from 2012)
- **Twitter:** IPFW Career Services established a Twitter account in June 2009, and we now have 1,031 followers. It is linked to our Facebook Fan Page, so that both are updated simultaneously (+245 from 2012)
- **Facebook:** IPFW Career Services changed from a Facebook group page to a Facebook Fan page to allow us to communicate more often and in different ways with our Facebook followers. In 2013 we had 617 Facebook fans on the Career Services page that “like” us (+99 from 2012)
- **You Tube Channel:** We currently have 19 videos uploaded on the IPFW Career Services You Tube Channel. We have 10 subscribers and 702 views on the videos in 2013.
- **Pinterest:** Career Services established a Pinterest account in 2013. We had 260 followers, 30 boards, 512 pins, 3 likes and we are following 140 in 2013. The Pinterest account has also been integrated into our Facebook page
- **Career Spot Videos:** The videos that are displayed on our website and promoted on our social media tools have had 271 views in 2013

**Success with Employer Relations Goals- from 2012 to 2013**
- Increased employer attendance at career fairs by 10% from 160 employers to 226 employers
- Increased the number of fortune 500 employers registered on JobZone by 58% from 85 to 135
- Increased the number of placements recorded by 97% from 113 to 223

**Success with Career Development Goals – from 2012 to 2013**
- Changed EDUC x210 to IDIS 115 Career Beginnings and pair it with IDIS 110 – offer 2 sections of an 8-week course – goal is to increase enrollment from 46 to 50 (actual - all 2 sections filled with 25 students each)
- Created 2 presentations for the New IPFW Student Orientation. One focused on information for family members to support their student. The second focused towards MAC
students with an emphasis on Holland and Krumboltz career theories plus how having a career vision increase graduation success rate.

- Increased the return rate of the Student Learning Outcome Assessments for appointments and presentations for combined spring & fall semesters from 55% to 70%. Actual for 2013 was a 69% return rate.
- Implemented and marketed the INdorsed Career Ready Certificate to all IPFW undergraduate and graduate students. Goal to increase enrollment from 46 to 100 – (actual- The current 46 participants are from a required assignment for the 2 sections of EDUC x210 Fall 2012 semester – final number for 2013 = 98 enrolled).
- Career Services established an additional Student Employee of the Year Award to recognize a Graduate Student and an Undergraduate Student. This award was established to recognize and help promote the outstanding contributions and achievements of IPFW students who effectively combine campus work with the academic commitments.

- **Revised Career Guide:** Our new, popular, comprehensive resource/workbook is used by our students, alumni, faculty, staff, and numerous campus organizations. This interactive career guide includes useful information about job searching, résumé writing, interview tips, and graduate school exploration. We reference this resource during career counseling sessions, distribute to over 4,000 students, alumni, and corporate partners during the academic year, and many more access it online or pick up copies on campus.

**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.

1. **Promote the Creation, Integration, and Application of Knowledge**

   - **Faculty / Student Engagement with Community**
     - Invited faculty to all job fairs on campus to meet with industry employers and encourage student engagement
     - Recruited industry speakers for classes and panels

   - **Associations:**
     - Career Services staff are members of the following associations: National Association of Colleges and Employers, Career Development Professionals of Indiana, Young Leaders of Northeast Indiana, MidWest ACE, American Counseling Association, National Employment Counseling Association, and the National Career Development Association

**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.
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1. Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness

   • Success with Innovative Events and Partnerships:
     - NICE Career Fair: Hosted the largest Job Fair in Northeast Indiana - 118 employers registered and 726 attendees. Free LinkedIn profile pictures offered. This is a consortium of 8 Universities and Colleges that runs this event.
     - Referred 283 students to the IndianaINTERN.net website = partnership with Greater Fort Wayne, Inc. / Graduate Retention Program
     - Career Services participated in a variety of different outreach programs, reaching over 822 students, parents and alumni (Diversity Showcase, Admissions Events, etc) in 2013
     - Provided data and research to the campus community on employment trends, recruiting needs, and regional economic development
     - Reverse Career Fair: Hosted the first annual Reverse Career Fair in March 2013 to student leaders who were a part of IPFW affiliated groups. This was an opportunity for employers to connect with some of our student leaders here on campus and for our student leaders to showcase some of the skills they have gained from being in those student groups. The Reverse Career Fair was sponsored by IPFW Career Services, Federated Insurance, IPSGA and Student Life

   Question: IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

   1. Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization

     • Increased the number of Career Services Corporate Sponsors by 100% from 5 to 10 sponsors in 2013 – increased revenue for Career Services
     • Increased the number of employers recruiting on campus and posting opportunities on JobZone by 43% in 2013
     • Built partnerships with Faculty to assist employers with specific recruiting needs
     • Each staff member in Career Services developed two professional SMART goals for 2013 – tied to annual performance review
     • Collaborated with the Student Life Office and the Office for Multicultural Diversity Affairs to host the 1st annual Community Service Fair in 2013. Over 50 Non-Profits registered and 459 students attended

   Question: Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

   N/A

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

   Question: Accreditations - What program-specific accreditations and status do you have, if any?
Support departments with accreditation process by providing data from the First Destination Survey.

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

N/A

**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?

The Job Location and Development (JLD) Program is a federally funded program designed to assist students with part-time employment and is administered by Career Services. The goal is to provide students with a source to secure off-campus employment regardless of their financial aid eligibility. Career Services develops and maintains employment listings for students on JobZone, our on-line job board system. In 2013, we had 3,623 positions (Full-time, Part-time and Internships) posted on JobZone, a 43% increase from 2012. As a recipient of the JLD federal funds, the U.S. Department of Education requires Career Services to report statistics on currently enrolled students who obtain work through our office. To comply with federal regulations, we must ask employers and students to fill out a placement survey and submit an annual report.

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

**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.
Students, faculty, staff, and businesses have reported that there is confusion as to where internships, externships, and service learning opportunities are housed. This is due to Career Services hosting internships/externships, while Cooperative Education hosts the academically based credit bearing internships and service learning opportunities. Students, in particular, do not understand the differences and nuances between the two programs. An additional consideration is the inefficiency of two redundant and competing systems that track the various internship opportunities.

A solution to this issue is to purchase a module to the existing JobZone system called “Experiential Education”. This module hosts all of the information in one location and it could be populated by the two independent offices. The program can be assessed by Career Services, OACS and Department Faculty who manage all of the engagement opportunities. This would allow one place for us to advertise and track internships, and the data would be more accurate. Plus, it would improve wayfinding and remove hurdles from students and employers seeking assistance with internships. This potential solution is not a change in the business structure, it would just be a change in the way internships are posted and tracked here at IPFW.

**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/

N/A

**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:

Not defined as to what this means.

Aligns with I.B. and I.B.1

High Priority

2. Comment on the goal's measures:

Actions: Clear

Metrics: Seem somewhat like the Actions, but they are clear.

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

Stated that current resources will be adequate.

4. Comment on the goal's relevance:

Seems relevant to student success.

5. Comment on the timeline of the goal:

Stated December 2015

Possible opportunities for collaboration or suggestions for addressing a gap:

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

**Focus on Experiential Learning (Internships / Externships)**

Career Services Goal Statement: Strategically target companies in key industries (as defined by Northeast Regional Partnership) and collaborate to provide opportunities for students to engage in experiential learning with employers.

**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.

**FOSTER STUDENT SUCCESS**


I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

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

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

- Partner with Northeast Indiana Regional Partnership to identify companies in Northeast Indiana that are in the six key industries (http://www.neindiana.com/target-industries) to target for summer paid internships and externships
- Meet with the companies in those six key industries and develop experiential learning opportunities for students
- Assist identified companies in those six key industries in posting the opportunities (paid internships / externships) on JobZone
- Promote these experiential learning opportunities to students and faculty

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

- Increase the number of paid internships posted on JobZone by 10% from 399 to 440
- Increase the number of externship host sites providing externships that are posted on JobZone by 30% from 27 to 36
- Provide at least one interview opportunity for each student who is enrolled in the Train-A-Don Internship program for experiential learning opportunities (46 students were enrolled in the Train-A-Don Internship program in 2014)
- Provide at least two externship opportunities in each of the six key industries (as defined by Northeast Indiana Regional Partnership) and post on JobZone for students to apply for in 2015

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

Yes

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

N/A

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

N/A

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

December 2015

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:

SET not defined

Aligns with I.E. stated – *Develop Signature Program*

Also I.E.2, I.A. and I.A.2

Medium Priority

2. Comment on the goal's measures:

Actions: Clear and to the point

Metrics: Clear

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

Stated No- Need Graduate Assistant (estimated at 15 hours per week-$10,000)

4. Comment on the goal’s relevance:

Seems relevant to student success

5. Comment on the timeline of the goal:

Start September 2015 and assess January 2016

If the unit needs a Graduate Assistant to manage the intent of the goal, how could you assess the goal in such a short time?

Possible opportunities for collaboration or suggestions for addressing a gap:

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

**Focus on Professional Development (SET Program)** Career Services Goal Statement: Create and support a student employment training program on campus as an experiential learning program to enhance student workers’ development of transferable skills, to assist students in developing a sense of professionalism, and to enhance their career development.

**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.
FOSTER STUDENT SUCCESS

I.E. Process Goal: *Develop signature programs*

I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.

I.A. Process Goals: *Improve Measurement of Student Learning*
I.A.2. Use assessment data to improve student learning.

**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?

- Collaborate with the Student Employment Working Group to develop the Student Employment Training (SET) program – 15 workshops
- Create marketing to promote program to student workers and supervisors on campus – “Work here. Learn here. Graduate Here – SET Program”
- For success completion, each student worker must complete 6 core workshops and select 3 elective workshops out of the remaining 9 options. Students will view the workshops on-line using Echo 360
- Establish purpose for each workshop, student learning outcomes, and an assessment tool for each of the 15 workshops

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

- Completion of all 15 workshops created on Echo 360 and posted on the student employment website
- Student workers registering for the SET program – goal is 50 students registered by December 2015
- Student workers progressing in the completion of the SET program – Assess number in Spring 2016
- Assessment of student learning outcome questions for each class – goal of 90% of respondents selecting the correct response

**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?
Hire a Graduate Assistant to run the program. The Graduate Assistant would be responsible for tracking the progress of each student worker in the program, marketing, and assessment results. Estimated cost for an additional part-time (15 hours a week) Graduate Assistant to manage this program would be $10,000.

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

N/A

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

Goal to launch SET program – September 2015 and the goal to run reports on assessment is January 2016.

**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:**

   Aligns with I.E.2

   Medium Priority

2. **Comment on the goal's measures:**

   Actions-Not explained who Trio SSS Students and Staff are. Actions are clear.

   Metrics- Seem clear

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

   Stated resources are available

4. **Comment on the goal’s relevance:**

   Seems relevant to student success.

5. **Comment on the timeline of the goal:**

   Stated December 2016

   Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?
Focus on Professional Development (INdorsed)
Career Services Goal Statement: Enroll TRIO SSS students in the INdorsed Career Ready Program. The INdorsed Career Ready program is a statewide standard used by colleges and universities to certify students’ preparation for professional work. Graduates with this certificate complete activities in professional identity (exploring strengths and ideal careers and developing tools to market skills to employers), professional experience (building relevant experience as well as training in professional practices), and professional skills (developing core, transferable skills like communication, teamwork and problem solving).

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.

FOSTER STUDENT SUCCESS
E. Process Goal: Develop Signature Programs
I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement.

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?

- Collaborate with TRIO SSS staff members to identify students who would benefit from enrolling in the INdorsed Program
- Educate TRIO SSS staff members on what activities count for the professional identity, professional experience, and professional skills sections
- Flag all TRIO SSS students in JobZone and track their progress on the INdorsed Program
- Communicate with TRIO SSS students and staff members about new/upcoming events and opportunities that would count for the INdorsed Program

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

- Year 1 - 50% of TRIO SSS students will be enrolled in the INdorsed Career Ready Program by December 2015 (70 students)
- Year 2 – 75% of TRIO SSS students will be enrolled in the INdorsed Career Ready Program by December 2016 (135 students)

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

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

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

N/A

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

December 2016

**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:

   Aligns with I.E.

   High Priority

2. Comment on the goal's measures:

   Actions: Seems reliant on students and College administrator's cooperation to fill out questionnaires.

   Metrics: One metric seems clear. The other two seem a bit vague.

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

   Stated resources are available.

   Reliant on cooperation of students and departments to give feedback.

4. Comment on the goal's relevance:

   Seems oriented towards unit's assessment processes.

5. Comment on the timeline of the goal:

   October 2015. Seems like a very short time frame.

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

**Focus on Career Services Assessment (First Destination Survey – College / School Infographics)** Career Services Goal Statement: Create a report/infographic for each school/college that gives a snapshot of what students are doing, including employment, graduate school, or other endeavors, after graduating from IPFW
**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.

**FOSTER STUDENT SUCCESS**

I.E. Process Goal: *Develop signature programs*

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

High Priority

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

- Collaborate with department chairs and deans to write college/school/division/department specific questions for “page two” of the First Destination Survey
- Compile data for a snapshot of where students are going
- Create an infographic for each college/school/ division/department that submitted page 2 questions for recruitment purposes
- Create a marketing piece to give a snapshot of what IPFW’s May graduates were doing, including employment, graduate school, or other endeavors, after graduating from IPFW - 2014 survey report: http://www.ipfw.edu/dotAsset/740df644-bfd0-4f63-8cd3-7c3feefad1f6.pdf

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

- An increased knowledge rate or response rate for survey from 30% to 50%
- Questions for page 2 created for each college school/division by the department chairs or Deans
- Infographic created for each college/school/division

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

Yes

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

N/A

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

- Challenge of departments wanting to conduct duplicative First Destination Surveys for accreditation purposes – would affect knowledge/response rate
- Challenge of department chairs or Deans not submitting questions for page two
Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Goal for the class of 2015 First Destination Survey to be completed with summary report and infographics is October 2015

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:

Aligns with I.A.2
High Priority

2. Comment on the goal's measures:

Actions: Most clear, some seem a bit obvious, i.e. plan excursions, invite students…
Metrics: Clear

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

Stated resources are available and no challenges detailed.

4. Comment on the goal’s relevance:

Seems relevant to student success.

5. Comment on the timeline of the goal:

Stated December 2015

Possible opportunities for collaboration or suggestions for addressing a gap:

Question: Unit Goal - What is your unit goal?

Focus on Innovative Services, Systems, and Events - Career Services Goal Statement – Plan 8 Immersion Excursions days for 2015 (four in the Spring/four in the Fall). An immersion is a unique opportunity to learn about an industry by visiting an organization's workplace. In a small group setting (~15), students and faculty will engage with professionals, be welcomed by staff, tour the company and explore their interests by experiencing a typical workday.

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.
PROMOTE THE CREATION, INTEGRATION, AND APPLICATION OF KNOWLEDGE:
II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.

FOSTER STUDENT SUCCESS
A. Process Goal: Improve measurement of student learning
I.A.2. Use assessment data to improve student learning.

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?

- Target and plan immersion excursions days in key industry clusters that were identified by Northeast Indiana Regional Partnership/Greater Fort Wayne, Inc.
- Invite faculty and students to attend the immersion excursions
- Provide an opportunity for students, faculty and industry experts to engage
- Create learning outcomes for immersion excursions
- Create an immersion excursion training video for attendees
- Develop marketing tools to promote the immersion excursions
- Highlight each immersion excursion after the site visit – Photos and articles

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

- Number of students and faculty registered for each site visit day – goal is 15
- Evaluation of day given to students, employer host, and faculty – Over 95% indicating that the Immersion Excursion site visit was a good use of their time
- Assessment of learning outcomes – Over 90% of respondents selecting the correct response
- Write an article for each immersion excursion and place it in the Career Services employer newsletter

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

Yes

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

N/A

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

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

December 2015

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.

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

Aligns with I.C. and I.C.4

High Priority

2. Comment on the goal's measures:

Actions: Seem clear. Reliant on department and International Education office.

Metrics: Seem clear. Evaluations used to measure success of actions. Not clear what form evaluations will take.

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

Stated resources available

Challenges: The cooperation of companies to host international students.

4. Comment on the goal's relevance:

Seems relevant to growing international population of the campus.

5. Comment on the timeline of the goal:

January 2016-Seems like a short deadline to gather data after implementing goal.

Possible opportunities for collaboration or suggestions for addressing a gap:

Question: Unit Goal - What is your unit goal?

Focus on Diversity

Career Services Goal Statement: Enhance and expand services specific to international students.

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.
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Program Write-up with Task Force Comments

CRSV Career Services

I.C. Process Goals: Increase interdisciplinary and graduate programs and internationalization of the curriculum.

I.C.4. Expand support for international students.

**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?

- Conduct drop-in hours in the International Education office during their “Coffee Friday” events to assist students with resumes and job searching – Goal is to be there every other Friday
- Recruit IPFW departments to host externships for international students during the academic year
- Host a webinar on how to “internationalize your resume”
- Host an educational employer program on the benefits of sponsoring / hiring international students
- Work with the International Education Office to create marketing pieces to highlight the externships – recruitment tool

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

- Number of students we met with during the drop-in hours in the International Education Office – Goal is 10 engagements per month during the “Coffee Friday” Drop-in Hours
- Number of international students placed in externship – Goal is to place 10 international students in externships

- Evaluation of externship by student and employer host - Over 95% indicating that the externship was a good use of their time
- Evaluation of educational employer program - Over 95% indicating that the program was a good use of their time
- Evaluation of webinar - Over 95% indicating that the webinar was a good use of their time

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

Yes

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

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Limitations of some companies not being able to host international students due to foreign status, confidentiality, and the cost of sponsorship.

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

January 2016

**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.

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

   **Focus on Experimental Learning (Volunteer Opportunities)**

   Aligns with IV.C and IV.C.4

   Low priority

2. Comment on the goal's measures:

   Actions: Seems like actions that needed to be done already

   Metrics: Seem like actions more than metrics

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

   Stated resources are available.

   No challenges stated.

4. Comment on the goal’s relevance:

   Doesn’t seem as relevant to student success as other goals.

5. Comment on the timeline of the goal:

   December 2015- Seems likely the goal would be met.

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

**Focus on Experiential Learning (Volunteer Opportunities)**

Career Services Goal Statement: Increase the number of volunteer engagement opportunities for students.
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.

CREATE A STRONGER UNIVERSITY THROUGH IMPROVING THE SUPPORT OF STAKEHOLDERS AND THE QUALITY AND EFFICIENCY OF THE ORGANIZATION

IV.C. Process Goal: Philanthropic Support

IV.C.4. Enhance volunteer engagement in support of strategic goals and fundraising

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

Low

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

- Contact non-profit organizations and inform them about the opportunity to post their volunteer positions on JobZone
- Revise marketing and advertise to students that there are volunteer positions posted on JobZone
- Collaborate with Student Life & Leadership / Office of Multicultural Affairs to recruit more agencies for the Community Service Fair in November 2015

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

- Increase the number of volunteer positions posted on JobZone by 50% from 57 to 114 for 2015.
- Revise the placement survey to include volunteer as a type – baseline for recording placements of volunteer engagements
- Increase the number of Non-Profit agencies attending the Community Service Fair by 40% from 33 to 45

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

Yes

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

N/A

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

N/A
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CRSV Career Services

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

December 2015

**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?
#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?

**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?

#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?