Program Summary

Task Force: Thank you for the work that went into this report. Through the USAP process, we are working to create at IPFW a culture of continuous improvement, and we think that setting specific and measurable goals is an important part of getting individuals and units at IPFW to think differently about planning and the future.

We encourage you to look beyond putting holds on students accounts to require participation in offered programs.

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 Center for Student Success & Transitions (SST) promotes a challenging and supportive environment for all IPFW students. By providing avenues for access and advancement to and through collegiate transitions, SST programs and initiatives provide a solid foundation for academic success, personal enrichment, and student development.

Collectively, the units within the Center for Student Success & Transitions, support IPFW’s mission of providing access to higher education as the entry-level, touch point for over 97 percent (97.18% in fall 2014) of each entering freshmen class through New Student Orientation, Freshmen Fest and intrusive advising through the Mastodon Advising Center. Likewise, programs and services provided by SST afford students support and resources essential to successfully persist, graduate from IPFW, and make an impact on their 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.

The Center for Student Success & Transitions (SST) originated July 1, 2014. Prior to that, programs and services within the unit were housed in Student Life, First Year Experience, and the Academic Success Center (ASC). The following provides a list of significant accomplishments made by each individual program and service throughout the last three years. NOTE: this list is not inclusive of accomplishments made by the Mastodon Advising Center – please see MAC’s specific report.

1. Foster Student Success
   1. Don2Don Student Success Coaching
      1. In Fall 2013, the Don2Don Student Success Coaching program was developed to challenge, support and celebrate students at key transitional milestones; partner with Advisors to support college and department-specific initiatives that enhance student success; help students develop strategies and skills to address academic behaviors and other persistence issues identified through MAP-Works (time management, test taking skills, etc.); inform students of campus resources, student organizations, and important university dates; encourage MAP-Works survey
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participation; and provide peer support to first-year students.

1. Coaches made 8,917 contacts with first-year, non MAC, students throughout the 2013-2014 academic year, connecting with 1,171 students through emails, phone conversations, 40 workshops and in-person meetings with students on probation. Ninety-five percent of the students who met with their Coach report high satisfaction with their experience.

2. New Student Orientation re-conceptualization

1. After analyzing orientation assessment data juxtaposed with university mission and immediate needs, the program formerly known as SOAR, was decentralized into an academic unit model and changed to a 2-step process that required students transferring under 15 credit hours to complete online orientation followed by a half-day New Student Orientation College Day. This concept emphasized College/School connection and affiliation, and offered ease of access to new students.

   1. Of the 1596 students in attendance summer 2013, 88% of students reported connecting to at least one person during Orientation, 97% of students felt their Orientation Assistant provided support and guidance throughout the day, and 91% of students reported that the time spent at Orientation better prepared them for university life.

   2. Within the new orientation model, a family program was designed to help family members support their student(s). Assessment data found that 100% of attendees felt the Orientation program did a good job of answering all of their questions, 99% reported that the time spent at orientation better prepared them to support their college student, and 100% felt their student made a wise choice to come to IPFW after attending orientation.

3. MAP-Works expansion

1. For the first time in fall 2013, the MAP-Works early alert retention tool was offered to all undergraduate, degree-seeking students (n=9,478). This expansion yielded results from the Fall Transition Survey that prompted a new referral process to CASA, Housing and ODMA; an early-warning system for the math department using MAP-Works to indicate students at risk of failing Pre-Calculus and Calculus classes; and informed programming to address the top issues affecting first-year student success (test anxiety, study skills/habits, homesickness, low peer connections, and academic struggles).

4. Freshmen Fest – social education integration

1. In order to address the social transitions to university life, Fall 2012 marked the inaugural year of True Life: I’m a College Student, a 47 minute skit performed by the student Orientation Assistants addressing concepts of partying, drinking, relationship violence, unprotected sex, social media, drug usage, eating disorders, money management, and diversity. True Life allows incoming freshmen students (n=1,200) to experience some of the potential social aspects of college, and provides an avenue to advance tips and resources available to students, in addition to opening up honest dialogue and college-level decision making.

**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

   1. Student leader experience

      1. Student leaders are one of the hallmarks of the Center for Student Success & Transitions. With Peer Advisors in the Mastodon Advising Center, Orientation Assistants, Don2Don Student Success Coaches, and Office Managers, student development remains at the center of what we do.

      1. Don-2-Don Success Coaches were asked a series of questions after the first semester. The assessment identified their learning outcomes and how the experience is shaping their college experience and future career plans.

      1. In open-ended responses, Coaches reported positive statements about:

         1. Getting to know faculty, staff, campus resources and other students in the learning environment
         2. Sense of empowerment and knowing each person can make an impact
         3. Working successfully within a team, learning how to share responsibilities to achieve outcomes
         4. Enhanced confidence with communicating with faculty, staff and other students
         5. Increased openness to new activities
         6. General sense of personal growth

      2. When asked to what extent the experience may have shaped their college experience, Coaches stated:

         1. Increased self-confidence and empowerment
         2. Ability to use new technologies
         3. Increased leadership skills and comfort with “taking the lead”

      3. When asked to what extent the experience may have played a role in their future plans, Coaches cited:

         1. Increased confidence to communicate and be a boss
         2. Increased desire to choose a career that focuses on helping others.

**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.
1. In 2014, the Orientation Assistants boasted a team with 52.17% of student leaders representing a racial and/or cultural minority, including a 13% international student leader population.
   1. In 2013, 41% of Orientation Assistants represented a racial and/or cultural minority, including 13.4% international student leaders.
   2. In 2012, 28.57% of Orientation Assistants represented a racial and/or cultural minority.
2. From 2012-2014, the Mastodon Advising Center boasted a team of Peer Advisors and Office Managers that was comprised of 36% racial and/or cultural minority students, with 20% of those leaders being international students.
3. In the inaugural year of the Don2Don Student Success Coaching program, 44.4% of the Coaches represented a racial and/or cultural minority.
4. The Don2Don Program boasts a 50% racial and/or cultural minority representation for the 2014-2015 academic year, with 16.7% of the student leaders being international.

1. Since 2012, IPFW has hosted six incoming NSE students from Puerto Rican, Spanish-speaking institutions and two exchange students from Historically Black Colleges (HBCUs).
2. Since 2012, IPFW has sent four students to Puerto Rican campuses, one to Canada, and one to a HBCU.
3. In December 2013, IPFW’s NSE program co-sponsored with ODMA to host “The Black College Experience: Explore options via the National Student Exchange Program,” which included a panel of IPFW faculty, staff and students who attended HBCUs and allowed for open dialogue about experiences and opportunities available to students.
4. In addition to statistical data in team make-up, SST continues to offer the Diversity Activity (as described in MAC’s USAP report); has a member on the Chancellor’s Council for Diversity; has a member as the Chair for the annual Diversity Showcase; has a member who provides institutional diversity and civility training at the request of Human Resources; has a member who provides student leader diversity and civility training at the request of multiple departments; has a member who sits on the board of Fort Wayne Sister Cities; has the first two recipients of the Michael A. Wartell Award for Diversity; amongst numerous other contributions in support of diversity, free and open exchange of ideas/dialogue, and the support and advancement of minority and international student leaders at IPFW.

**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. During the Student Affairs restructure that took place July 1, 2014, Student Success & Transitions, inclusive of the Mastodon Advising Center, created purposeful realignments within our unit, making it possible to work smarter, not harder, contributing nearly $55,000 in recurring salary lines, plus benefits, back to the institution.

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

The IPFW National Student Exchange program ranked first in three of the last four years in the number of outgoing students applying for exchange compared to adjacent Midwestern states. IPFW placed second only to the University of Kentucky in 2013-2014. Other campuses with a lower ranking include: IUPUI, University of Louisville, Kent State University, Cleveland State University, Eastern Illinois University, Ferris State University, Illinois State University, Morehead State University, Murray State University, Oakland University, the University of Michigan-Flint, University of Toledo, and Western Kentucky University.

**Criterion:** #3: Accreditations - Program specific accreditation and status
**Question:** Accreditations - What program-specific accreditations and status do you have, if any?

IPFW is a member of the National Student Exchange consortium of colleges.

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

1. Like most campuses, IPFW has a mission for globalization, cultural diversity, and off-campus learning initiatives. The National Student Exchange is a program that responds to these initiatives. Thinking globally begins for NSE students by crossing state, regional, and cultural borders to experience a change of people, place and opportunity. The National Student Exchange takes them out of their comfort zones and challenges them to experience life from a different point of view. They return home with greater maturity, flexibility, self-confidence, and decision-making skills.

**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?

N/A

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

N/A

**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.

N/A

**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/
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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:
   Overly broad—likely focused more narrowly on NSO

2. Comment on the goal's measures:
   Quantitative objectives would improve

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

4. Comment on the goal's relevance:
   Possibly Relevant

5. Comment on the timeline of the goal:
   Should be ongoing

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Foster student success by equipping students in transition into IPFW with the tools, resources and support necessary to establish a solid foundation for achievement.

**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.A.2 Use assessment data to improve student learning.


I.D.1 Develop activities and experiences that promote multiculturalism as a value.

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.M.1 Retention and graduation rate

I.M.3 Achievement of learning outcomes (Baccalaureate Framework)

**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?

SST will work in collaboration with the New Student Orientation committee to re-design and re-conceptualize the NSO process, further aligning the program to national quality practice and student and university needs.

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

1. SST will continue to utilize data collected in a post-NSO evaluations in order to ensure quality of service.
2. SST will utilize post-NSO knowledge-based assessment gathered by the Mastodon Advising Center in order to assess effectiveness of content delivery.
3. SST will compare Fall-Spring and Spring-Fall persistence data for those attending orientation vs. those students who do not participate, in order to measure effectiveness.

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

With financial support from the Vice Chancellor of Student Affairs and Enrollment Management/First Year Council funding the pilot program of extended transitional programming, yes.

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

Additional funding from First Year Council and/or a modest addition to the student activity fee (or the creation of an orientation fee) may be necessary dependent upon programmatic offerings.
Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

SST foresees a potential challenge in the necessary timeline required to institute a new Orientation model for Fall 2015. However, the Center, along with the NSO committee are committed to this process and making the necessary changes in order to ensure student success.

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

We do not anticipate the goals taking any longer than a year to implement.

**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:

   Overly Broad, what are you going to do and how are you going to do it?

   2. Comment on the goal's measures:

      Quantitative objectives would improve

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

      Not a specific goal. Concerned about creating programs that require a student to participate via a hold on the account.

   4. Comment on the goal’s relevance:

      Possibly relevant

   5. Comment on the timeline of the goal:

      Seems optimistic

      Possible opportunities for collaboration or suggestions for addressing a gap:

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

Create institutional processes for the on-going education and support of students through the first-year in order to ensure a foundation of learning inside and outside of the classroom.

**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
Foster student success
I.A.2 Use assessment data to improve student learning.
I.B.5 Transform the concept of the college classroom and the delivery of education.
I.D. Process Goal: Increase the diversity of the IPFW community.
I.E Process Goal: Develop signature programs
I.M.1 Retention and graduation rate
I.M.3 Achievement of learning outcomes (Baccalaureate Framework)
I.M.5 Signature programs
II.B Promote mentoring relationships between faculty and students engaged in 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?

1. SST will work to pilot an extended orientation model which will provide transition and student success programming monthly throughout the academic year, in alignment with student development and transitional theories and Council for Advancement of Standards in Higher Education (CAS).
2. SST will collaborate across the institution, most specifically with CASA, ODMA and academic advising personnel to develop a campus-wide student success plan for all students regardless of academic unit, admit type, or class standing.

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

1. SST will compare Fall-Spring and Spring-Fall persistence data for those attending transition programming vs. those students who do not participate, in order to measure effectiveness.
2. Along with the afore mentioned units, SST will build metrics by which to measure effectiveness, with elements to include: persistence data, GPA, percentage of students on academic probation, student engagement with services, etc.

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

This will be dependent upon programs selected and resources available from collaborating units. At the present, with funding just available in SST, no.
**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Additional resources could potentially include: financial support for student success and transition programming; student leaders from collaborating departments; marketing and communications efforts across campus; and faculty support inside of classrooms.

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

Without mandatory participation and/or a hold on the students’ account, student attendance may affect progress.

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

We do not perceive this goal will take us longer than a year to accomplish. We anticipate planning efforts beginning in Spring 2015 through Spring 2016 with implementation Fall 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:
   - Reasonable

2. Comment on the goal’s measures:
   - Quantitative objectives would improve

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):
   - Maybe they can now. Doesn't sound like they could moving forward

4. Comment on the goal’s relevance:
   - Relevant

5. Comment on the timeline of the goal:
   - ongoing

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Other units besides Bursar’s office

**Question:** Unit Goal - What is your unit goal?
Continue to build upon, strengthen and provide formal avenues for intense and intrusive peer mentoring and coaching for all students through the Don2Don Student Success Coaching program.

**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
- Promote the creation, integration and application of knowledge
  - I.A.2 Use assessment data to improve student learning.
  - I.B.4 Expand use of high-impact instructional and advising interventions.
  - I.B.5 Transform the concept of the college classroom and the delivery of education.
  - I.D.1 Develop activities and experiences that promote multiculturalism as a value.
  - 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.M.1 Retention and graduation rate
  - I.M.3 Achievement of learning outcomes (Baccalaureate Framework)
  - I.M.5 Signature programs
- II.B Promote mentoring relationships between faculty and students engaged in 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.

- Medium

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

1. Student Success Coaching will be a focal point of the New Student Orientation experience, introducing students to their Coaches before they begin their Fall Semester at IPFW.
2. Incoming students at all class standings will receive customized welcome letters, communication and success tips from their Coach once they have committed to attending the institution.
3. SST hopes to extend Don2Don Student Success Coaches into the classrooms, teaming with faculty to develop meaningful mentorships both for Coaches and mentees alike.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
SST will utilize a variety of assessments to measure effectiveness including: engagement with Coaches, post assessments from programming and coaching sessions; and academic progress made from meetings with students on probation versus those on probation who did not meet with their Coach.

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

With financial assistance from IPSGA and the Vice Chancellor for Student Affairs and Enrollment Management, yes, however, there is no reoccurring funding dedicated to peer mentorship efforts.

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

Additional resources are needed in the following forms: reoccurring funding to support mentorship efforts; academic unit support and willingness to utilize Coaches in and outside of their classrooms, in addition to desire and willingness to act in a mentorship relationship with Coaches and mentees.

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

Without mandatory participation and/or a hold on the students’ account, student attendance may affect progress, in addition to varying levels of academic unit willingness to provide backing and an audience for this support service.

**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 ongoing goal as we are currently in the middle of only the third semester of the program.

**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:
   Overly Broad—unclear as written

2. Comment on the goal's measures:
   Quantitative objectives would improve

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

4. Comment on the goal’s relevance:
   Unknown

5. Comment on the timeline of the goal:
   ongoing

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Recognizing the power of the support system in promoting student success and the holistic advancement of the institution’s brand and perception in the community, SST is committed to partnering with students’ family members to provide them the resources and support necessary to in turn do the same for their student.

**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

Create a stronger university through improving the support of stakeholders

Serve as a regional intellectual, cultural and economic hub for global competitiveness

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

I.B.5 Transform the concept of the college classroom and the delivery of education.

I.D.1 Develop activities and experiences that promote multiculturalism as a value.

I.D.3 Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups.

I.E.1 Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

I.M.1 Retention and graduation rate

I.M.5 Signature programs

III.F Serve as an exemplar of free and open discourse.

**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?

1. SST will develop a Parent & Family Association for family members of current and committed IPFW students.
   1. SST will partner with Advancement and Financial Aid to institute a Parent & Family Association scholarship(s).
   2. SST will partner with Student Housing to offer Finals Care Packages for family members to purchase for their student living in Housing.
   3. SST will serve as the point of contact/triage for parents and family members who have questions or concerns about IPFW policies, procedures, etc.
   4. SST will partner with Admissions and Alumni Relations to empower the Parent & Family Association membership to actively recruit new students and support community-based university programming, developing a presence at high-profile events (Homecoming, Open Houses, etc.).

2. SST will develop a specific parent and family track of New Student Orientation in order to provide resources and support to family members, advertise and collect memberships for the Parent & Family Association, etc.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Metrics of assessment will include satisfaction surveys for association members; percentage and rates of membership subscriptions; and levels of involvement for parent and family members.

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

No, there are currently no financial resources dedicated to parent and family programming.

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

In order to accomplish this goal, financial resources and willing collaborators would be necessary.

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

Limited staffing resources in Student Success & Transitions may affect the progress at least initially during the development of the new model of New Student Orientation which is a higher priority goal.

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

This will be an ongoing goal with varies points of implementation and benchmarks of success.

**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:

Reasonable under action steps

2. Comment on the goal's measures:

Quantitative objectives would improve.

Relevance of LOs unclear.

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

Increase in financing

4. Comment on the goal’s relevance:

Possibly relevant

5. Comment on the timeline of the goal:

Unclear

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Continue to develop a premier National Student Exchange (NSE) program through fostering student success and equipping students in transition to IPFW with the tools and resources needed to support learning, engagement, and satisfaction with their exchange/university experience.

**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.

I.B.5 Transform the concept of the college classroom and the delivery of education.

I.D.1 Develop activities and experiences that promote multiculturalism as a value.

I.D.3 Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups.

**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?

1. Develop cultural and student success programs to enhance the transition to IPFW, the scope of the institutional NSE program, and promote future recruitment of students to our campus.

2. Engage the NSE students in regional based exploration to enhance student learning and current, as well as future connections to IPFW and the Northeast Indiana region.

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

SST will be establishing learning outcomes for NSE participants at IPFW, in addition to offering and assessing effectiveness of three off-campus programs per semester.

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

While the NSE program has limited reoccurring funding that is able to cover the program costs and limited engagement activities, with the program more than doubling in the past two years, the allocated budget will not be able to support the advancement of the program as outlined above.

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

A nominal increase in funding annually

**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?

Due to temporary planned staffing adjustments, some aspects of program advancement may take longer than a year to fully implement.

**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?

**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?

Question: Resources - Are you able to accomplish this unit goal with your current resources?
Indiana University-Purdue University Fort Wayne (IPFW)

Program Write-up with Task Force Comments

SST Student Success and Transition

**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:** #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?
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?