Program Summary

The mission of the Mastodon Advising Center (MAC) is to provide access and transition to higher education and to foster a student’s personal development and informed decision making by encouraging them to explore, evaluate and identify their academic and career goals. Through intrusive advising, intensive mentoring and personal enrichment, MAC enhances student success and promotes academic achievement.

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 Mastodon Advising Center is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor.

We would recommend pursuing more aggressively integrating advising protocols across MAC and Academic Departments. Reorganization under the Office of Academic Affairs may help this alignment. Generally, the goals would be improved through increased specificity and the measures could be improved by making them direct when possible and providing quantitative baselines and objectives when possible.

Specific feedback for each goal in the appropriate place below. 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 mission of the Mastodon Advising Center (MAC) is to provide access and transition to higher education and to foster a student’s personal development and informed decision making by encouraging them to explore, evaluate and identify their academic and career goals. Through intrusive advising, intensive mentoring and personal enrichment, MAC enhances student success and promotes academic achievement.

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.
MAC Mastodon Advising Center

1. Academic Advising - MAC is responsible for academic advising, registering and monitoring the following students: all Conditional, all Deciding, all ESL, all Exploring, all Readmitted, all Guest Students, and MAC students on probation. Over the past three years, MAC academically monitored and advised students at an average of 5,258 meetings each year. Annually, the office recorded 15,881 total contacts (appointments, drop-ins, phone calls, emails etc.) representing an average of 4,865 contact hours. The majority of students advised in MAC do not qualify for regular admissions to the university and are housed in MAC until they have completed the requirements to declare their major. While being advised in MAC, students are given the opportunity to work one-to-one with an academic advisor. At these meetings, advisors help them explore various programs, review degree requirements and explain the different rules and regulations that will help them be a successful student. MAC is staffed with six professional advisors and six peer advisors who work to support the academic achievement of students.

2. New Student Orientation (NSO) - Each year MAC advises and registers over a third of the incoming freshmen class. This past summer, MAC advised and registered 515 (34%) of the students attending NSO. Other than the College or Health and Human Services and Arts and Sciences, MAC saw double the amount of freshmen students seen by all other academic departments. At NSO, students were provided an individual advising meeting, were advised to take appropriate classes and were given an orientation to their advising department. Students were also informed about what would be needed for them to declare their major.

3. Readmission - Beginning in the Fall of 2012, MAC served as the “front door” for all students seeking to be readmitted to IPFW. These students were required to attend a readmission workshop facilitated by MAC. Following this workshop, the number of students readmitted to MAC increased by an average of 35%; for the past three years just under 300 students have been readmitted into MAC. Of the students readmitted 39% (n=109) improved their GPA to take them off of academic probation and 22% (n=66) made academic progress to continue to the next semester.

4. Crossroads - Since fall of 2012, MAC advisors are responsible for advising Ivy Tech students seeking to transfer to IPFW. These students are encouraged to meet with a Crossroads advisor to discuss class scheduling issues related to transferring to our four-year institution. The Crossroads program was developed to aid students with following the articulation agreements between Ivy Tech and IPFW, since students can transfer to IPFW at any time, but are encouraged to meet with a Crossroads Advisor to make sure that they are taking classes that would transfer to classes meeting IPFW requirements.

**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. National Student Exchange (NSE): The NSE program continues to provide students with the opportunity to travel to a different campus while paying regular tuition to IPFW. Students taking part in this program are able to experience a different regional, cultural or social environment while earning academic credits. For the last year, IPFW’s NSE program has ranked first in outgoing placements. The NSE program also encourages and promotes diversity in experiences. Students are given the opportunity to exchange to Spanish-speaking or Historically Black Colleges (HBCU) or to experience different regions of the country.

2. Peer Advising: MAC continues to train and develop a select group of student peers advisors, who help to provide advising assistance to students. The peers assist with group check-up meetings, drop-in advising and allow the office to provide intrusive advising and monitoring of our students. On average, peers advise 1,113 students each year. MAC places great importance on hiring a diverse group of student leaders, with 67% of the current peer advisors representing either an international student status or affiliation with a minority group.

3. Diversity Activity: For the last 14 years, MAC has a “Creating the Ideal Community” workshop, which teaches students about inequalities in society. This workshop is presented several times each semester to various classes and student groups around campus. The goal of the workshop is to allow students to experience inequality and to demonstrate how some people are able to benefit from the unfair treatment of other groups of people. In a 2010 assessment of the program, Dr. Daniel Miller measured the Social Dominance Orientation (SDO) of students taking part in the activity. The method that he used was to measure students two weeks before the activity and immediately after participation. Based on the results from the study, students who took part in the activity had a significant lower SDO after the activity.

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.

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.

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

1. Probationary Students – MAC as always encouraged their probationary students to meet with their advisor to discuss their academic progress, ways to improve upon their grades, study habits, etc., and places special importance on the service and support to this most at-risk population. With the change to probationary and dismissal standards MAC plans to revise their work with probationary students. (see Unit Goal # 5)

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

Question: Accreditations - What program-specific accreditations and status do you have, if any?
1. Not Applicable

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

**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?

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

**Degree Map and Free Course Guarantee** It requires all Indiana public colleges to provide degree maps to all new first-time, full-time students beginning fall 2014. The law also provides a course-scheduling guarantee to these students; if a course on a student's degree map for a particular semester is not offered or is full, the institution must provide the course for free in a future semester unless it provides a revised degree map which does not delay graduation.

1. This law allows us to provide a four year plan by which students can track their progress towards a degree, and place student success at the forefront of what we do.

**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.

Not Applicable

**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/
**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 Broad
   Perhaps the goal should be to maintain the existing system regarding conditional students

2. Comment on the goal's measures:

   Seems to be all about conditional students, which could be emphasized more clearly in the goal.
   Quantitative objectives would improve the measures.
   It may be that there are already metrics in place and the goal is to continue meeting them. If so, communicating this point more clearly would improve the report.

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

   Already in place

4. Comment on the goal's relevance:

   Very Relevant

5. Comment on the timeline of the goal:

   Already in place

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

MAC will continue to foster student success by providing access to higher education through intrusive academic advising, timely and efficient student support, and by creating a culture of care for conditionally admitted students – including exploring, readmitted and re-entering student – those most at-risk 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.
1.A.2 Use assessment data to improve student learning.

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

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.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.

**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?

- MAC will provide intrusive advising to all conditionally admitted students. This includes the use of an Advising Contract and an Advising Syllabus and one-to-one meetings with their advisor twice a semester.
- MAC employs a set of five departmental goals that are used to assess and determine student learning outcomes
- MAC will provide additional support to readmitted students (see Goal #2)
- Since the admit decision code for conditional students now includes some adult and re-entry students the Conditional Agreement will need to be changed to reflect this change

The change for release for the conditional classification will be changed from 30 credits with a 2.0 to 15 credits with a 2.0.

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

- Conditional students will be given a Conditional Agreement at their first meeting with their advisor, which will state strategies for college success and explain provisions that must be completed before they can declare their major.
- Conditional students will be encouraged to meet with the advisors for a check-up appointment and an early registration meeting during their first semester.
- Conditional students will be assessed using an online survey before their check-up and registration meeting to determine their knowledge of the five departmental goals.
- At the end of each semester the student’s GPA release eligibility will be compared between the students who met with advisors for a check-up and early registration appointments and those who did not.
- At the end of each year the program will be assessed to determine the need to modify or change the program

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

Yes, the contract and syllabus are in place. They will need to be reviewed and revised for the upcoming summer orientation.
**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Not Applicable

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

Providing the contract and syllabus to conditional students who fail to attend New Student Orientation.

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

The program is already in place. The department will tweak the delivery of the documents to students coming in during final and late registration and admitted in the spring semesters. The Conditional Agreement will need to be modified so that it can be used for all students admitted as Conditional.

**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:

   Though the goal appears to be a good one, it would be improved through a clearer articulation.

2. Comment on the goal's measures:

   While the surveys seem a reasonable measurement strategy, the graduation and retention rates will be affected by so many other independent variables that they can not provide clear feedback.

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

4. Comment on the goal's relevance:

   Relevant

5. Comment on the timeline of the goal:

   In place

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Collaboration needed across IPFW. Unsure of specific collaborators to recommend.

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

MAC will continue to foster student success through the Readmission program by creating opportunities for student learning and social connection.
**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.

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

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.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.

**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?

The Readmission process has been in place in MAC for several semesters. Recently, with changes in Admission Office procedures, the process has changed slightly but the core components are still in place. There is need for more learning and connection in different ways for students who are Readmitted. Currently, students connect with their Academic Advisor, but there is little sense of community or programming for students at which they can explore policies, procedures and campus resources. To address this deficit, there will be programs planned specifically for these students to learn about essential campus policies and procedures and to actively engage with their institution.

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

Students will be administered short surveys to assess program effectiveness. Also, student retention and graduation rates will be evaluated.

**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?

Not Applicable
Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Reaching the students to get them interested in the programs/events.

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

The Readmission program is in place. Programming will begin in Spring 2015.

**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.

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

   Based on the action steps, it seems that the goal may be to revitalize the Crossroads Program.

2. Comment on the goal's measures:

   Quantitative objectives would improve the measures. Additionally, these measures may be too remotely related to the action steps to provide meaningful feedback.

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

   Coordination with Ivy Tech, faculty, and IPFW administration needed

4. Comment on the goal's relevance:

   Unclear relevance. We are unsure of the administrations disposition toward coordination with Ivy Tech moving forward. Until that disposition can be ascertained, the relevance of this goal will remain in doubt.

5. Comment on the timeline of the goal:

   Again, in place

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

MAC will foster student success and effective transfer/transition through a revitalized Crossroads 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.
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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.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.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.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in 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

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

MAC and SST will work with IPFW and Ivy Tech constituents to create a program that has defined, measurable outcomes. The Crossroads program will have clear goals and guidelines that utilize campus partners to help students who are denied admission to IPFW, have an opportunity to strengthen academically, have access to, and succeed at IPFW.

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

Transfer numbers, GPA and graduation rates (as well as number of hours earned while completing a degree).

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

Possibly, however, a look at scheduling and delivery of service is needed, in addition to financial assistance from the VCSAEM in order to support the revitalization of the program. During this time it will be important to examine the need and data supporting reoccurring funding as well.

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

Collaboration from university faculty and staff partners in addition to constituents in the Ivy Tech system.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
The challenges that may affect this program’s progress would involve Admission criteria (or changes with criteria), involvement from IPFW partners and issues with Ivy Tech articulations and course transfer.

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

Getting the program in place will happen by Fall 2015, however, measuring the success and effectiveness of the program will not truly be seen for several semesters.

**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:
   
   Specific.

   The goal specifically mentions creating a signature program. Until a clearer articulation of what constitutes signature programs has been provided, we are unable to evaluate the appropriateness of this project as a Signature Program.

2. Comment on the goal's measures:

   Because these measures are indirect, they would be improved by the addition of any available direct measures with quantitative objectives.

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

4. Comment on the goal's relevance:

   Relevant

5. Comment on the timeline of the goal:

   Already in the works

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Academic Departments

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

MAC will foster student success by developing a signature program designed to help Deciding students explore areas of interest while giving them the opportunity to explore the connections between majors and careers.

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

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

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.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond.

**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?

- MAC will work with the different schools/colleges and Career Services to plan programs for students to learn more about different majors and hear from professional advisors, current students, and alumni.
- The program will consist of seven interest luncheons throughout the first semester so students can get a better understanding of what each school/division offers.
- At NSO students will sign a Deciding Students Agreement which will state that they will work closely with their academic advisors and Career Services to establish a future plan, at which time they will sign up to attend at least one of the interest luncheons.

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

- During the spring semester MAC will monitor student attendance at the interest luncheons.
- MAC will track their participation on items on the Deciding Agreement.
- MAC will track their meeting with Career Services.
- MAC will track the number of semesters students took to decide and /or declare their major.
- At the end of each year, the program will be assessed to determine the need to modify or change the components.

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

Yes, with financial support from MAC and SST to provide lunches and marketing the program. Additional support and collaboration will be needed from Career Services, academic departments, and alumni.

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

Not Applicable
Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

The availability of other professional advisors, current students and alumni in academic areas, in addition to notifying and reminding students of the interest luncheons.

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

Implementation will be complete by Fall 2015, but piloting and tracking will be ongoing.

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:

Clear

2. Comment on the goal's measures:

Reasonable. Baselines for the measures would be helpful for establishing future goals.

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

Staffing is needed. It’s not clear if this additional staffing will be on a volunteer basis.

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:

Home departments of struggling students

Question: Unit Goal - What is your unit goal?

MAC will continue to foster student success by providing intrusive advising and support programming to students placed on academic probation.

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.

High

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

- All students placed on academic probation will receive notification (end of January, beginning of September) that they are required to meet with an advisor for a probationary check-up appointment.
- Advisors will meet individually with all students placed on academic probation to help the student clarify the specific academic behaviors and personal issues that led to the student’s probationary status.
- Academic and personal goals will be set by each student
- Peer Advisor and Student Success Coaches will meet with these students on an ongoing basis throughout the semester to determine if they are engaging in academic behaviors that will remediate their previous issues and help them achieve their behavioral, academic and GPA goals.
- Appropriate referrals will be made to campus resources such as CASA, Career Services, ODMA, etc.

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

- At the end of each semester, GPA comparisons will be made between the students who met with advisors for a probationary check-up appointment and those who did not.
- MAC will assess what percentage of students who participated in the program returned to Good Academic Standing at the end of the semester.

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

We will need Peer Advisors and Don2Don Coaches to meet regularly with these students after their initial meeting with advisors.

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

Collaboration from student service departments and the Registrar’s Office.
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Not Applicable

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

We will implement this goal Fall 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:
   
   Could be clearer. What does it mean to "stay current" in this context?

2. Comment on the goal's measures:
   
   Only tangentially related to the goal itself. Surveys of student experience have a limited connection to the use of current strategies.

   Perhaps there is some professional development activities that can be tied to this goal that could be engaged in and measured.

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

   None needed

4. Comment on the goal's relevance:

   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?

MAC will continue to stay current with best practices in academic advising and student support in order to provide students with access to professional, intrusive advising which will enhance student success.

**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.

Medium

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

- MAC will continue to update their knowledge of major and departmental changes in order to provide students with accurate advising information.
- MAC advisors will continue to seek and attend professional development opportunities, strengthening and contributing to the knowledge base.

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

MAC will assess the student advising experience by having them complete an exit survey.

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

Yes, currently MAC has a set of exit questions for students, to accomplish this goal we will need to review and update any questions so that they will measure the desired information.

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

Not Applicable

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

Having students complete the advising survey to get accurate feedback.

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

This goal can be put into place by the Fall Semester 2015.

**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?

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?
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**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?