Program Summary

OIE Mission

International Education is an integral part of regional education, because the world our graduates will encounter no longer stops at the borders of Fort Wayne, or even the shores of the US. As a leader in regional education and social transformation, IPFW promotes an international curriculum, engages in international research and creative endeavors, increases opportunities for international economic development in the region, and exposes the university and the community to diverse international cultures.

The Office of International Education (OIE) is committed to internationalization by providing services and support, helping all students and departments participate in international programs, and collaborate with all to promote the cultural advancement of our university. We support the IPFW mission to be a globally recognized campus by increasing student recruitment and programs around the world, promoting cultural advancement and administering programs to bring additional diversity to campus.

OIE Vision

We are dedicated to support international students and scholars at IPFW with a wide range of knowledge and experience to ease their transition to a new university and home. The OIE helps all students, staff, faculty, and the community with study abroad programs, international campus programming, and management of international institutional agreements at IPFW.

Task Force: Recommendation: Unit reports fundamental goals that should be supported and implemented. Report does not include metrics for most goals. These should be developed.

Provide baseline wherever projection statistics occur.

Use software that other services are using to track student data (e.g., Simplicity).

Talk to Athletics department which also has 1 credit hour student success courses

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.

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)

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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.

I. Foster Student Success

a.1

• N/A

a.2

• Use assessment data to improve student learning:

  • Faculty-Led international programs recreate the college classroom overseas where students can interact with the host culture and get hands-on learning experience that is impossible to replicate at home.
  • All study abroad programs enable students to earn IPFW credits while experiencing a different concept of the college classroom as they participate in courses overseas.

b.1

• Partnered with Career Services and Co-op to promote internships and externships
• Promotion of Intern Abroad Opportunities
• Global Mastodons – Peer mentor internship program with OIE

b.2
• Presentations of Study abroad Opportunities to Honors Program Students
• Advertised capabilities of starting Honors research project abroad.

b.3

• N/A

b.4

• Serve as secondary advisor for all international students
• Serve as academic advisor and advocate for exchange students
• Provide in-depth orientation program
• Collaborate with other departments to find appropriate study abroad programs that align with degree requirements
• Created and utilize pre-advising form which customizes each unique student, matching and personal goals
• Coordinate transfer credit evaluations for all study abroad participants and international students as needed

b.5

• Faculty-Led international programs recreate the college classroom overseas where students can interact with the host culture and get hands-on learning experience that is impossible to replicate at home.
• All study abroad programs enable students to earn IPFW credits while experiencing a different concept of the college classroom as they participate in courses overseas.

c.1

• Faculty-Led programs also work across disciplines and sometimes with the community, such as the BUS D490 Special Studies in International Business Administration.
• Review and update the Institutional Statement of International Education and International Strategic Plan that was previously established by the IPFW International Education Council (IEC).

c.2

• A review of all dual degree and student exchange agreements is being conducted to determine level of activity, demonstrated outcomes, and value. Certain exchange programs that have carried a significant and prolonged imbalance in the numbers of inbound/outbound participants will be notified that our agreements are under review. Agreements which have been operating at a net loss in tuition revenue and/or are deemed unproductive or disadvantageous to the university may be terminated or permitted to expire.
• A review of all general international cooperation agreements, memoranda of understanding, and research agreements will be conducted to determine level of activity, demonstrated outcomes, and value. Those agreements which inactive or provide no potentially productive outcome for the University may be terminated or permitted to expire.
• Guidelines for the establishment of international cooperation agreements has been developed by the OIE with guidance provided by the IEC in accordance with IPFW and appropriate Purdue University policy. An Office of Academic Affairs Memo has been published to establish the authority over which these guidelines operate.
• Expand partnerships with international recruitment partners to increase international student recruitment and maximize return on investment to the University.

c.4

• ELS Center on IPFW campus opened May, 2013. ELS partners with IPFW worldwide to promote the University to well qualified prospective students, especially those who require additional English language preparation prior to matriculation. As of Fall 2014, ELS has currently enrolled more than 100 students. Many of the ELS students occupy beds in IPFW Student Housing and participate in IPFW events and organizations.
• Worked with Student Housing to conduct RA training on working with international students
• Expanded the New International Student Orientation to include helping with the application process, housing applications, airport pick-up, academic support and expectations, cultural and social adjustments.
• Invited speakers from Institutional Equity, Mastodon Advising Center, Career Services, ILCS, community banks, Police and Safety, Health and Wellness, IPFW/Parkview Student Assistance Program, Dean of Students, Bursar’s Office, CASA/Writing Center, and more.

c.5

• Current international student recruitment plan supports increased diversity of students from around the globe which contributes to the internationalization of our classrooms.
• Sponsored the visiting Fulbright Foreign Language Teaching Assistants Program (FLTA).
• Oversees the process for hosting visiting scholars, instructors, and researchers from abroad
• Faculty-Led courses abroad integrate international curriculum into IPFW courses
• Classroom presentations about international opportunities increase relevancy to the need for internationalization for our students.
• Collaborate with faculty for student presentations sharing benefits of previous international experience

c.6

• Study abroad programs include: Information sessions, Study abroad Fairs, walk-in advising hours, application and scholarship advising, pre-departure orientations, liaison with academic departments and academic advisor to ensure credit transfer, check-in with students while abroad with reflection activities, post-trip “unpacking” sessions, career-development and study abroad, Global Mastodons Internship for peer-mentors, and more.

c.7

• Facilitate the international student process for transition from baccalaureate programs to masters and the work-force with Optional Practical Training employment authorization documents.

c.8

• Studies show that students who study abroad have an 8.5% higher 2-year retention rate than those who do not. Some populations have experienced greater impact such as Hispanic students experienced a 10.5% 2-year retention rate, lowering the achievement gap. Overall, students who studied abroad reported higher engagement on campus, reported life-changing experiences, and were more likely to earn a degree or certificate

Annual International Education Week activities include: language and culture highlights, cooking demonstrations, movie nights, international student performances, international fashion show, museum tours, calligraphy workshop, faculty lectures, music programs, teaching English abroad information sessions, and more.

Other events/activities include holiday parties, the International Youth Exchange Expo, and advising the International Student Organization.

Study abroad programs in addition to pre- and post-departure activities inherently promote multiculturalism by exposing students to a variety of cultures and integrating them into their host culture while further appreciating their home culture.

Foster acceptance and promotion of individual uniqueness with cultural programming and education.

Recruit and enroll of a diverse group of students internationally.

Joined the international Generation Study Abroad Initiative, which provides services and opportunities for study abroad for previously under-represented groups and aims to dramatically increase the overall number of students abroad in the next five years.

Oversee process for inviting visiting research instructors, coordinate H-1B visa process for international faculty and staff since 2011.

Employ diverse staff and student workers.

Faculty-Led international programs abroad are unique to IPFW and are designed around faculty expertise. For example, Dr. Frank Paladino's expertise and experience in research and conservation in marine biology is utilized with student educational trips to Costa Rica.

Developed joint academic programs with partners overseas. One of only three universities in Indiana in the International Student Exchange Program consortium.

Prepare International students for competitive job market with OPT (Optional Practical Training). Study abroad programs enable students to develop desirable skills such as cross-cultural communication, independence, ability to synthesize information, ability to adapt, appreciation of diversity, time management, resourcefulness, ability to work in a group, leadership skills and many more.

In March 2012, IES Abroad surveyed 1,008 study abroad alumni to “assess the impact study abroad has on a recent graduate’s prospects in securing employment and/or attending graduate school directly after earning a degree from a four-year college or university in the U.S.” Elaborating on an earlier IES Abroad survey investigating the benefits of study abroad and published by Transitions Abroad, the key findings of the 2012 study showed:

1. Nearly 90% of study abroad alumni secured a job within the first six months after graduation.
2. 50% felt the overseas experience helped them acquire their first jobs.
3. 84% felt that studying abroad helped them develop valuable job skills such as foreign
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.

a.1

• Work with academic units to host visiting international scholars, lecturers, and researchers
• Oversee process for establishing cooperation agreements with institutions overseas

b.1

• Study abroad alumni present experience to other students and the community and work with faculty to “unpack” their experiences.
• Oversee development of Faculty-Led international programs abroad

c.1

• Cultural events open to the community include the International Performance Night, student presentations of study abroad experience, and student/faculty presentations and panels about international topics or experiences.
• Faculty-Led international programs abroad are also open to community members in addition to the IPFW community
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.

a. 
- Serve as a liaison by overseeing immigration and cultural needs

b. 
- Study abroad programs provide opportunities to excellent programming otherwise unavailable to students on the main campus. Scholarship advising and application help also enable students from previously underrepresented groups

c. 
- International programming and events provide a variety of cultural programming such as cultural fashion show, international performance nights, movie nights, international food, panels and lectures about cultural topics, etc.

d. 
- Community members are welcome to attend many of our Faculty-Led International programs and international programs are often open to the community.
- IYEE- International Youth Exchange Expo, a collaboration of IPFW, Rotary Club, and community members to promote international experiences for high school students.

e. 
- International student recruitment initiatives contribute to the economic development of northeast Indiana. International students contributed $839.6 million to the Indiana economy in 2013 (IIE, Open Doors report 2013)

f. 
- Value diversity and sponsor the recruitment and retention of a diverse group of students to add to campus discourse.

**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.
a.1

- In development

a.2

- Open Doors report a comprehensive, national data and information resource on US and international individuals studying or teaching in US and abroad.

b.1

- N/A

b.2

- N/A

b.3

- Administer each step of application process, admittance, and orientation for international students

b.4

- International Programs such as Faculty-Led short term programs or study abroad help create new opportunities that are missing from IPFW curriculum or possibilities, such as language, environment, or accessibility factors.

- Current agreements are undergoing review for merging or cessation, added agreements for creation of more accessible opportunities

b.5

- N/A

c.1

- N/A

c.2

- N/A

c.3

- N/A

c.4

- N/A

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

- Generation Study Abroad, is new five-year initiative launched by the Institute of International Education in March 2014 to double the number of U.S. college students studying abroad by the end of the decade

- ISEP, a consortium of over 200 universities and over 50 countries for immersive international student exchange at affordable prices. Students can now pay IPFW Tuition, Housing, & Meals and study at 200 different universities.

- Representation at National and International conferences

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

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

- Members of NAFSA: Association of International Educators, IIE: Institute for International Education

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

- Benefits include resources for student engagement and success and professional development opportunities.

**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?

- IPFW is authorized by the US Department of Homeland Security to admit F-1 international degree-seeking students and J-1 visa exchange students, visiting scholars, professors, and researchers

- Manage SEVIS, the Student and Exchange Visitor Information System which mandates reporting requirements to the US Department of Homeland Security and the US Department of State

- Oversee the H-1B visa approval process for international faculty and staff mandated by the US Department of Labor and US Department of Homeland Security Regulations

**Question:** Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?
Time required to manage student records in SEVIS

• Time required to submit bi-annual recertification of F-1 and J-1 programs

• The application processing for each H-1B visa takes 120-180 days

• Since moving the H-1B processing to the OIE, the director’s workload has increased 10-15% without any additional staff support. The average processing time takes a minimum of 20 hours per visa application.

**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.

• Unproductive cooperation agreements with partner institutions abroad
• Inefficient means of data entry into various databases and information systems (Banner, SEVIS, internal databases)
• Inability to develop an online application system for international students
• Inability to track student data efficiently in Banner
• No centralized means of tracking international initiatives amongst various campus units which could result in better collaboration and promotion of events and programs

**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:**
IE International Education

1. Comment on the specificity of the goal:

Goal is specific. The target numbers (i.e., increase from XX to XX) appear on the timeline, which provides better context for the goal as a whole. The action steps are clearly connected to the goal.

2. Comment on the goal’s measures:

The connections between the metrics listed and the goal/action steps are not clear. Metrics should all be specific and measurable, use action verbs and be able to support with data that at the time period specified, you did what you set out to do, or made steps toward achieving your goal(s).

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

Unit reports “yes and no”. Ability to meet the goal remains unclear.

4. Comment on the goal’s relevance:

Goal is relevant.

5. Comment on the timeline of the goal:

Timelines are reasonable but without the resources, the projections are hard to realize.

Possible opportunities for collaboration or suggestions for addressing a gap:

Collaboration with all academic departments in enrolling international students.

Question: Unit Goal - What is your unit goal?

Increase number of students studying abroad on summer, semester, or academic year programs by 20% per year for the next three years.

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

I.C.3 Promote academic programs for international market

I.C.6 Increase support programs for international study for domestic students.

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:

4/28/2015 7:39:11 AM
IE International Education

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?

- Continued implementation of new exchange program ISEP
- Collaborate with other units and departments to increase awareness and host information sessions for individual departments
- Host more information sessions
- Organize specific walk-in hours to encourage students to come to the OIE
- Study Abroad Fair
- Improved and Expanded pre and post departure support and activities
- Better collaboration with departments to ease the transfer credit process
- Increase communication via newsletters, customized mailing lists, social media, and specialized department websites

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

- Annual Open Doors Report submitted to the Institute of International Education (IIE)
- Register all study abroad students in a section of SA 498 until credit transfer is complete
- Collaborate with other departments that are already tracking information such as the Passport program in Business, the International Studies Certificate, or requirements in the French department

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

Yes and no, please see below

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

- Finances are a major set-back for the majority of IPFW students, we need additional support and resources to increase funding and asking for help from donors
- We would like help creating a label in Banner to be able to track how many students have studied abroad

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

- Time and staffing
- Collaboration with various departments

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

- 3 year goal with an increase of 20% /year for 3 years
- Starting Point: 2013-2014: 40 students participated
- Year 1 2014-2015: Goal - 50 students
- Year 2 2015-2016: Goal - 60 students
- Year 3 2016-2017: Goal - 72 students

**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:

Goal is specific, but please clarify what this increase of international students to 3% will mean in terms of numbers, from XX to XX. Also, can you give us a sense of how you selected 3% as a feasible and desirable target?

2. Comment on the goal’s measures:

No metrics provided.

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

Unit reports an ability to meet the goal but stated lack of resources. Question: What actions can you take toward achieving this goal with your current resources?

4. Comment on the goal’s relevance:

Relevant.

5. Comment on the timeline of the goal:

Timelines are hard to conceptualize since it’s not clear the current percentage of international students to the total student population.

Possible opportunities for collaboration or suggestions for addressing a gap:

With academic departments for recruitment of international students.

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

Increase international student enrollment to 3% of overall full-time on campus student population by Fall 2017

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
I.C.2. Review, prioritize, and expand international agreements.

I.C.3. Promote academic programs for international market.

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?

- New recruitment materials and strategies such as information pamphlet
- Investment in recruitment software with multiple languages and the facilitation of matching prospective students with current students and alumni.
- Recruit and train current students and alumni to serve as ambassadors
- Maintain lists of prospective students and follow up periodically

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

In development

**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?

- Travel logistics
- Recruitment of informed and trained student ambassadors and staff with recruitment techniques and knowledge of university

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

- Spring 2015- Ambassador selection and training
- Implement better follow-up with interested students
- Fall 2015 – Recruitment software implementation
- Spring 2016 – assess impact, goal: 1.5 % full-time on-campus enrollment
- Fall 2016 – Continue with above
- Spring 2017 - Goal of 3% full-time on-campus enrollment

**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:

Goal is specific, but it would be helpful to have information on numbers: what is the baseline, and what will the desired increases of 15% mean in numbers, from XX to XX?

2. Comment on the goal's measures:

Metrics are not provided (see comments about specific targets above, under specificity of the goal). Metrics can be developed from the action steps: how do you demonstrate that the action steps have been completed?

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

Financial resources adequate; need for support from administration

4. Comment on the goal’s relevance:

Given your related goal of increasing the number of international students on campus to 3%, it would be helpful to know the current rates at which applicants become full-time students (i.e., what is your conversion rate?).

5. Comment on the timeline of the goal:

Clear statement of desired outcomes for each year, though specific target numbers would be helpful

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

Increase number of international undergraduate and graduate student applications by 15% per year for the next three years.

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

I.C.2. Review, prioritize, and expand international agreements.

I.C.3. Promote academic programs for international market.

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?

- Partner with Office of Graduate Studies and academic units to establish task force and initiate study to develop a strategic plan specific to increasing international graduate student applications and enrollments.
- New recruitment materials and strategies such as information pamphlet
- Investment in recruitment software with multiple languages and the facilitation of matching prospective students with current students and alumni.
- Recruit and train current students and alumni to serve as ambassadors
- Maintain lists of prospective students and follow up periodically

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

In development

**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?

- Travel logistics
- Recruitment of informed and trained student ambassadors and staff with recruitment techniques and knowledge of university

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

- Fall 2015 – Increase applications 15%
- Fall 2016 – Increase applications 15%
- Fall 2017 – Increase applications 15%

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

Clear goal and action steps, but with no metrics and an unclear timeline (see below), it’s hard to put it in perspective.

2. Comment on the goal’s measures:

No metrics provided. Again, how do you demonstrate that the action steps have been completed? There can be a “yes/no”-type metric to demonstrate completion.

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

Financial resources adequate; need for support from administration

4. Comment on the goal’s relevance:

Relevant.

5. Comment on the timeline of the goal:

Please provide clarity for the timeline: how many of the agreements can be dealt with under this goal in the next year? How many agreements expire later and thus will need to be addressed later?

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

A review of all general international cooperation agreements, memoranda of understanding, and research agreements will be conducted to determine level of activity, demonstrated outcomes, and value.

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

I.C.2 Review, prioritize, and expand international agreements.

IV.A.2 Establish an integrated system of program reporting, review, assessment and accreditation that is aligned to performance metrics.


IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation.

**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?
• Assessment of current programs and participation and financial impact over the last 5 years
• Assess viability and interest of student participation
• Create or modify existing agreements to match IPFW’s goals and student interest/ability
• Maintain balance of incoming and outgoing students
• Those agreements which inactive or provide no potentially productive outcome for the University may be terminated or permitted to expire

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

In development

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

Yes, with support of administration

**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?

Some agreements may have an expiration date later than one year.

**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:

Goal to expand student orientation to one-credit course is commendable as it will attract students and in effect expose them to all the opportunities that IPFW offers.

Recommendation: Consider making it possible for students to audit the class in case they can't afford it.

2. Comment on the goal's measures:

Actions are well stated. No metrics provided.

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

Goal is achievable.

4. Comment on the goal’s relevance:

Relevant.

5. Comment on the timeline of the goal:

Two to three semesters is a realistic timeline if all else is available.

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

Expand International Student Orientation to 1 credit course –IDIS111 – International Student Success , develop measurements to track student learning objectives and integration onto campus increasing support for international 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.C.4 Expand support for international students

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

II.B Promote mentoring relationships between faculty and students engaged in 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.

**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?
IE International Education

- Reinstate course IDIS111 – International Student Success
- Develop learning objectives and syllabus based on orientation programming and best practices in the field of International Education
- Conduct needs assessment by collaborating with various offices especially academic advisors to see where students may need the most help.
- Modify existing week-long orientation program to three-day program
- Transfer some topics to course such as in-depth explanation and highlights of campus services and cultural programming.
- Add additional topics to course which previously were not included for lack of time such as health services, tax help, OPT training, on-campus employment, personal finances, Fort Wayne and Indiana culture, academic integrity and how expectations differ, etc.
- Collaborate campus-wide and within the community to create a program with guest speakers to support and acclimate new students to not only the IPFW campus and community, but the United States
- Better utilize existing online orientation with supplementary materials specific to international students, possibly creating a section devoted to international students only.
- Develop academic component to existing orientation programming such as written reflections and class presentations

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

In development

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

Possibly

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

May need additional time and training to develop course

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

This course will probably not be able to be required of incoming international students. Orientation programming and course topics would overlap. 2 options would have to be developed for incoming international students

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

Development, assessment, and modification of course learning objectives may take two-three semesters.

**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:

Goal is specific. Please streamline and prioritize the number of 2020 goals that this goal aligns with.

2. Comment on the goal's measures:

Actions are realistic but metrics are not provided.

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

Financial resources adequate

4. Comment on the goal’s relevance:

Relevant.

5. Comment on the timeline of the goal:

Realistic.

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

Increase campus-wide awareness and involvement with international programs including creating an award called "International Supporter of the Year" where faculty members are recognized for referrals and programming to support study abroad. Develop additional faculty-led international programs

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

- Write proposal for “International Supporter of the Year” for a faculty or advisor award
- Hold information sessions, visit department meetings, and schedule appointments for faculty and staff of how to support study abroad and how to become more involved
- Increase awareness via website, emails, and in-person interviews/discussions
- Recruit interested parties campus-wide
- Work with IPFW interested faculty and staff to develop partnerships with existing resources and interests such as the ISEP exchange program
- Collaborate with consortium company and universities to align interests and design program
- Write policies regarding student recruitment and funding of chaperone

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

In development
**Questions:**

**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?

- Buy-in from staff and students
- Time to meet with faculty & staff, and finding those who have time/interest to develop new programs

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

- Fall 2015: “International Supporter of the Year Award”
- Spring/Summer 2016 – Send first Faculty-Led international program & Exchange program trips
- Meet with each unit at least once to ensure awareness of International Programs/ Study Abroad office and collaborate where necessary/possible

**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:

   Clear goal. Please streamline and prioritize the number of 2020 goals that this goal aligns with.

2. Comment on the goal’s measures:

   Clear actions but no metrics.

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

   Financial resources adequate

4. Comment on the goal’s relevance:

   Relevant

5. Comment on the timeline of the goal:

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

Create and evaluate learning outcomes/objectives for study abroad and increase programming to implement and assess these objectives.

**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.A.2
I.B.4
I.B.5
I.C.1
I.C.5
I.C.6
I.D.1
II.B
III.C
IV.A.1

**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?

- Use national professional organization, other institutions, research, and best practices to write a draft of learning objectives for international programs such as study abroad.
- Present objectives to the International Education Council, Educational Travel Committee, and the International Faculty-Sub Committee for review and modification of objectives.
- Develop assessment measurements for objectives.
- Develop Global Scholars Certificate, a pre-, during-, and post-program free online course that prepares students for study abroad and helps them make the most of their experience.
- Possibly create a 1 credit course.
- Implement programs.
- Create task-force to review assessment of objectives and programming.
- Modify programs based on assessment.

**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?

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?

Buy-in from staff and students

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

- Spring 2015: Test program with current students
- Write draft of student learning objectives and seek feedback
- Fall 2015: Student Learning outcomes complete
- Spring 2016: Implement full-program
- Fall 2017: Assess and modify program as needed

**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.

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

Clear goal. Providing more numbers would be helpful; e.g., how many departments are there total? This will clarify how many you aim to have completed by Fall 2016 (at which point you want to have made plans for 50% of the departments).

2. Comment on the goal’s measures:

Yes-or-no metric: is the 4-year plan completed? Given that this project will take longer than a year, providing clear target numbers for these plans for each year will be an important part of creating clear and achievable metrics for the unit.

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

Unit is unsure if financial resources are adequate.

4. Comment on the goal’s relevance:

Relevant.

5. Comment on the timeline of the goal:

Creating these plans for all departments sounds extremely challenging.

QUESTION/SUGGESTION: Is it possible to make this goal more manageable by focusing first on a subset of departments in order to provide the support, once the plan is created, for implementing the plan and increasing the number of students using it?

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

Integrate Study abroad programs into four-year plan for each major with pre-approved programs and courses

**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.

**IV.B.4.**

**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?
• Meet with chair or representative from each department to determine how study abroad could be integrated into the curriculum including what courses could be taken abroad, what semester would be best, and if there are certain areas of the world or types of programs would be best for academic and professional development
• Find existing programs that match goals and descriptions from department
• Seek pre-approval for 5-10 courses
• Collaborate with academic advisors from each department to write 4-year plan option that includes study abroad and 2-5 possible programs

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

Creation and use of 4-year plan for each department

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

Possibly

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

Unknown at this time

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

• Buy-in from each department, general education committee, academic advisory council, and administrators to implement alternate 4-year degree plan
• Changes to general education and degree requirements will change 4-year plan integration

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

• Spring 2015: 1-2 4-year plans created for reference for other departments
• Fall 2015: Meet with chair or advisor from each department
• Spring 2016: Program sheet and website for each department by major
• Fall 2016: Four-year plan developed for at least 50% of majors
• Spring 2017: Four-year plan created for all majors.

**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?

**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?