Program Summary

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

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

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

CASA offers student-centered, peer-based learning assistance services designed to enhance student academic performance in their courses in order to improve student retention and perseverance toward graduation.

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

**Question:** I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.

1. Per annum, CASA serves 25-30% of the student body. Students spend an average between 4.7 and 5.6 hours in CASA each year. Students perennially visit CASA for nearly 20,000 hours.
2. Students who use CASA services typically out-perform their peers who did not use our services. Students who came for tutoring in BIOL 203 in Fall 2012 had a success rate of 66.7% and mean cumulative GPA of 2.07. Students in the same semester who did not use tutoring for BIOL 203 had a success rate of 53.2% and mean cumulative GPA of 2.06. Students who came for tutoring in MA 229 in Fall 2013 had a success rate of 67.4% and mean cumulative GPA of 2.87. Students in the same semester who did not use tutoring for MA 229 had a success rate of 58.1% and mean cumulative GPA of 2.7. These two examples show that students with similar academic profiles performed differently based on usage of CASA services.
3. Students who use CASA services are more likely to persevere from fall to fall. Students who came to CASA in Fall 2011 had a persistence to Fall 2012 rate of 71.3%.
4. CASA initiated online tutoring and writing consultations to reach student in new formats and to serve students in online courses.
5. CASA initiated graphing calculator workshops to assist in technical skills for quantitative learning.
6. CASA collaborates with the Math department for learning labs in KT G19, 116, and G38
7. CASA partners with Helmke Library and ITS to serve students in the Learning Commons.

**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.
CASA Centers for Academic Success and Achievement

1. CASA’s services promote knowledge acquisition, integration, and application through its tutors modeling problem-solving and communication skills.
2. Our student employee training fosters knowledge and its application to enhance how our tutors serve students’ learning needs.

**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.

N/A

**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. We serve a student population that is more diverse than the university’s student body. Approximately 70% of our student clients are White, compared to 82% of the university. More than 11% of our student clients are African America, compared to 4.8% of the student body. More than 6% of student clients are international, compared to 1.6% of the student body.
2. We collaborate with a diverse set of academic units to identify and meet student learning needs.
3. We collaborate with a diverse set of student affairs and enrollment management offices to facilitate informational events to promote support systems. We also collaborate to identify barriers to enrollment management and academic success.
4. Our partnership with the constituents of the Learning Commons seeks to provide efficient student support services.

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

1. The former Associate Director received Level III certification as a Learning Center Professional from the National College Learning Center Association.
2. We reduced printing costs by way of converting to more digital documentation and promotion.
3. Members of our staff have sat on executive councils for state professional organizations.
4. We have implemented the use of mobile devices for greater mobility of service delivery.

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

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

We are in the process of applying for our department to receive credential from the College Reading and Learning Association.

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

The credential as a tutor training department enhances the quality of tutoring and aligns us with international standards. The stipulations for time and format of tutor training constrain how efficiently we conduct tutor training.
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.
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

CASA Centers for Academic Success and Achievement

1. The Math Testing Center has become an outsourced testing facility for the Math department and does not align with our department’s mission and priorities. Because the Math department has eliminated procedures that involved test review with tutors, the Math Testing Center no longer provides peer-based learning support.

2. The facilitation of the English language proficiency test for admissions requirements does not match our departmental mission. The test creates enrollment barriers by having too narrow of a proficiency standard. We are also not a licensed testing facility for the CaMLA test and cannot release scores.

3. Our staff spends too much time and energy seeking out the other departments or programs on campus that duplicate our department’s function with the university. Students come to our office asking about tutoring programs that are sponsored by academic units or colleges or by other departments in student affairs and enrollment management. The time spent finding information about these other programs creates a delay in making referrals for students and in serving the students directly.

4. Our current staff has taken on additional responsibilities as part of the ongoing work of the department with a staff reduction of 60%. Our staff spends much time learning how to do the new parts of their jobs or juggling duties that are not related that the staff is not able to complete or excel at their tasks.

5. Our clerical staff has taken on additional responsibilities in purchasing, employment, and payroll because of staff reductions in purchasing and human resources. The clerical staff expends a great amount of time and energy learning how to perform these tasks or double-checking these tasks with the business manager that it cuts into the facilitation of the office’s daily business and in the front-end customer service to students.

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/

Our department’s budget surpluses reflects changes in programs and associated costs with eliminated programs, and they reflect savings generated through Federal Work Study. We have reduced our printing and copying expenses with the elimination of the COAS W-111. We have also eliminated our expenses on office supplies associated with that course. We have reduced our printing for promotional materials because information has changed too rapidly to keep print materials up-to-date. For the past three years, we have used Federal Work Study to a greater extent than we had ever done before. That use has generated savings and surpluses in our budget line for student wages.

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:**

   Enhance collaborations with academic units and academic services.

   This could be more specific

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

   High priority goal.

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

   Measure the level in faculty involvement.....good

   Measure the amount of availability for service to students....how will this be accomplished?

   Use TutorTrac...good

   Use TutorTrac to measure...good

   Use TutorTrac.....good

   Cannot accomplish Goal One as it is written, with current resources. Indicates need for willing participation from instructors, additional staffing to supervise students, etc., and developing new learning labs which would require space and instructional technologies.

   QUESTION: Measure accomplishments in program development.....how will this be accomplished?

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

   Given the current climate of retention concerns, this goal is relevant.

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

   Math Department collaboration is feasible/succeeding. Anticipating rather than specifying a 6 month

   Timeline working with English/Communication.

   Learning Commons in Library-will take time (18-24 months) due to renovations.

   Creation of a statistic lab- 12-18 months-reasonable.

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Collaboration opportunities with Library Staff, Mathematics, Testing Center, English, Communication.

**Question:** Unit Goal - What is your unit goal?
CASA Centers for Academic Success and Achievement

Enhance collaborations with academic units and academic services

**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.C.1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs.

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.

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?

- Continue to build a partnership with the Math department that involves faculty and students offering learning support in the tutoring labs.
- Initiate and build a similar partnership with the English and Communication department in the Writing Center.
- Expand and integrate our services in the Learning Commons. This may include moving our office and staff into the library.
- Explore the creation of a statistics learning lab and develop a speech communication lab as part of the Writing Center.

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

- Measure the level in faculty involvement in terms of number of faculty members and amount of hours
- Measure the amount of availability for service to student in total hours and persons
- Use TutorTrac to measure the amount of appointments and/or visits to student service in the Learning Commons
- Use TutorTrac to measure the amount of tutoring in statistics and communication to determine whether increase the in supply and demand warrant additional resources.
- Measure accomplishments in program development to determine progress in planning and execution of additional learning labs
Question: Resources - Are you able to accomplish this unit goal with your current resources?

- We have built this partnership with the math department and continue to build upon it.
- We are in the process of extending invitations to English and Communication to build these partnerships.
- We are in the process of offering tutoring services for students in the Learning Commons. This tutoring occurs at night and on weekends. Additionally, the Writing Center is already located in the Learning Commons.
- The creation of additional services and spaces to support students in statistics and/or communications depends on approval and resources.

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

- Willing participation from instructors in the academic units will determine how well those partnerships develop.
- Increases in service options and spaces will require additional staffing to supervise student employees (80-100 student employees), develop program policies and procedures, and collect data to assess program effectiveness.
- Developing new learning labs would require space and instructional technologies.

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

- Recruiting, hiring, and training qualified student employees will be a challenge, especially with limited staff.
- Initiating and continuing new services to students will be a challenged without the buy-in and support from stakeholders such as the academic units and upper management in Academic Affairs and Student Affairs. To date, we have seen increasing support from some of the academic units and solid buy-in from the vice chancellors of Academic Affairs and Student Affairs and Enrollment Management.

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

- Building and sustaining our partnership with the math department is currently succeeding. We are in the process of building and sustaining our partnerships with English and Communication. We anticipate within six months these partnerships will be as strong as the one we have the math department.
- We are in the process of investing more of our efforts to serve students in the Learning Commons. However, we anticipate that we will not fully recognize our investment until after the library’s renovation is complete (probably 18-24 months).
- The creation of a statistics lab will likely take between 12 and 18 months. The creation of a lab to support speech communication will take until the library’s renovation is complete (18-24 months).

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.
1. Comment on the specificity of the goal:

Enhancing student employee learning through training program. - Specific

2. Comment on the goal's actions/measures:

High priority

Actions – good

Measures - good

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

Online training in progress – yes

Hybrid delivery system – no - need additional staffing to achieve this goal.

4. Comment on the goal's relevance:

Goal is relevant

5. Comment on the timeline of the goal:

Timeline for CRLA certification seems to be in motion and on track, realistic.

Possible opportunities for collaboration or suggestions for addressing a gap:

IT Services for assisting with developing hybrid system. Computer Science majors could assist.

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

Enhancing student employee learning through training 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.
I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

I.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.

II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.

IV.A.1. Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units.

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

High

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

- Develop a tutor training curriculum that meets international standards set by the College Reading and Learning Association (CRLA), addresses the local operations and needs at IPFW, has measurable learning outcomes, and is delivered in an effective and efficient manner.
- Implement a training program delivery method that is a hybrid format (online and in-person) and that encompasses assessment.
- Develop and implement a tutor evaluation process.
- Establish an employment evaluation, promotion, and compensation scale based on training completion and quality of work performance.

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

- Compare tutor training competencies to competencies outlined by the College Reading and Learning Association’s (CRLA) International Tutor Training Program (ITTP) and to competencies outlined by the CASA staff.
- The CASA director will submit the CASA tutor training curriculum to the CRLA for certification and credential. Receipt of credential will measure the tutor training curriculum’s alignment with international professional standards.
- The training delivery method will include pre-tests and post-tests to measure the acquisition of competencies.
- The tutor evaluation process will measure competency application as well as interpersonal communication skills.
- The CASA staff will develop the process for employment evaluation, promotion, and compensation scale based on training completion and quality of work performance.
- The director of CASA will submit this process to the Vice Chancellor for Student Affairs and Enrollment Management to approve. Approval by the vice chancellor will affirm the process and will put it into practice.
**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

- We are in the process of developing the online training curriculum and delivery method. We are using a student intern to get this accomplished.
- Our current staff is does not have the time to develop and to implement the hybrid delivery method or the assessment and evaluation tools.

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

- We need additional staffing to supervise our student employees (80-100 student employees).
- We need a graduate student or intern whose sole focus is on developing, implementing, and assessing the training and evaluation processes.
- We will seek buy-in and participation from faculty and staff who specialize in some of the topic areas to deliver that content.

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

- We are limited in accomplishing this plan with our current, limited staff.
- We are experiencing a number of setbacks in our operations, data collection, and quality of service. Additional training could resolve many of these problems.

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

- By the end of this academic year, we hope to have the training program and evaluation process set and approved to submit to the CRLA for certification.
- It will take one year from the date of submission to receive CRLA certification. The initial certification is good for one year and is approved for Level I.
- In two years, we plan to submit an application for a continuing certification for Levels I, II, and III.

**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:

High Priority

Could be more specific

2. Comment on the goal's actions/measures:

Measure the number of grad assistants and hourly .....unclear on this metric?

Use TutorTrac to measure number of grad students who receive services – more measurable

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

Cannot achieve this goal without additional staff resources to supervise graduate students.

   Challenges: Not enough funding to employ grad assistants and undergraduate.

   Ongoing challenges in staff turnover with grad students

4. Comment on the goal’s relevance:

Relevant

5. Comment on the timeline of the goal:

Timeline for achieving this goal would be difficult considering the challenges associated with it.

Possible opportunities for collaboration or suggestions for addressing a gap:

Graduate office, individual graduate degree academic departments

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

Foster graduate student success by investing in academic support programs for graduate students and by investing in graduate assistantships.

**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.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.C.7. Establish links between baccalaureate and post-baccalaureate programs.

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

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

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?

• Meet staffing needs in Writing Center, math labs, tutor training, and assessment through the employment of graduate assistants.
• Collaborate with stakeholders in academic units and student affairs units to develop professional and student development agenda for graduate assistants/graduate student employees.
• Identify, develop, and execute academic support programs for graduate students.
• Employ graduate students to provide peer-based learning support for graduate student clients.

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

• Measure number of graduate assistants and hourly graduate student employees who can contribute to department work.
• Use TutorTrac to measure number of graduate students who receive service, especially in the Writing Center.

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

• We have the financial resources to employ graduate students to work as tutors and writing consultants.
• We have the processes in place to serve graduate students and undergraduate students.
• We do not have adequate staff to hire, train, and supervise additional student employees. We do have staff to supervise graduate assistants who, in turn, would train and supervise other student employees.
Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

- Employing graduate assistants could allow for professional staff to complete other department work.
- Employing graduate assistants in special tasks (assessment or tutor training and evaluation) would accomplish work not currently being done by professional staff.
- Additional staff will be needed to take on supervision or additional hourly graduate student employees or to supervise graduate assistants.

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

- Employing graduate assistants would assign department funds to those stipends and would not allow us to pay for as many student employee hours. The reduction in funds for employment hours will reduce service hours available to student users.
- Employing graduate assistants will create an ongoing turnover of staff in our department. This will require our professional staff to do continual recruiting, hiring, and training of graduate assistants and student employees (80-100 student employees). This process would create additional work for our limited staff.
- We would need the cooperation of academic units to nominate qualified candidates or to publicize these employment opportunities to their graduate students.

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

- We can employ hourly graduate student employees at any time. We already do employ a few graduate students.
- We anticipate the earliest ability to offer graduate assistantships to be Fall 2015.
- We intend to continue to work with stakeholders in academic units and student affairs units to develop professional and student development agenda for graduate assistants/graduate student employees. This is an ongoing process.

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

2. Comment on the goal's actions/measures:

Medium Priority

Good

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

Cannot achieve virtual SI in its fullest capacity with current staff. Cannot achieve implementing synchronous online tutoring. (Has been done in the past).

Can achieve asynchronous online writing consultations, and are developing synchronous online consultations.

Need additional staff with technical skills and update computer/ and other technology.

4. Comment on the goal's relevance:

Relevant

5. Comment on the timeline of the goal:

State they can achieve one of the action steps of synchronous writing consultation by the end of 2014-15 academic year.

They hope to pilot video SI in a few classes in fall 2015

QUESTION: They intend to have a larger social media presence by fall 2015. How will that be accomplished?

Possible opportunities for collaboration or suggestions for addressing a gap: unknown.

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

Increase virtual support/digital support modalities to provide increased access to our services and to offer more access for students enrolled in online 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.

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.

**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?

- Develop virtual Supplemental Instruction
- Expand synchronous and asynchronous online consultations/tutoring
- Expand use of social media to promote services, communicate to students, and foster digital communications about learning support and academic success

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

- Measure which classes implemented virtual Supplemental Instruction.
- Use TutorTrac to measure number of synchronous and asynchronous online consultations/tutoring.
- Use analytic tools in social media platforms to measure rate of interactions through social media.

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

- At this time, we are not capable of implementing virtual Supplemental Instruction in its fullest sense. We do not have the staff with the technical skills to do such a task. We do have the capability of video recording SI sessions for a course and then allowing the instructor to post the videos the course blackboard site.
- At this time, we are not capable of implementing synchronous online tutoring. We used to provide this service, but we cannot right now.
- We have asynchronous online writing consultations, and we are developing synchronous online consultations.
- We are developing our social media presence.

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

- We need additional staff with the technical skills to develop these service delivery options and supervise them.
- We would need updated computers, web cams, microphones/headsets, and possibly software to deliver synchronous online services.

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

At current, we do not have anyone to develop and supervise many of our online services.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
By the end of the 2014-2015 academic year, we hope to accomplish our synchronous writing consultations.

• We hope to pilot video Supplemental Instruction in a few classes in fall 2015.
• Our social media presence is growing. We intend to have a larger social media campaign by fall 2015.

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

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

Develop and implement program assessment plan

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

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

IV.A.1. Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units.

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.

Medium

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

• Identify program assessment metrics and constituents who report data
• Design and execute data collection and collaborate with partners in academic and student affairs units to promote data collection processes
• Analyze data using sophisticated statistical methods to make decisions on program delivery

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

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

We are not capable of collecting and interpreting data as much as we did in the past.

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

We need additional staff whose job it is, at least in part, to maintain the data set and to develop the advanced mathematical models necessary to give us analysis of program effectiveness.

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

Because of inconsistent practices by students and student employees, our data set is not as clean and accurate as it was when we had staff whose job it was to resolve those inconsistencies and maintain a clean data set.

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

- Successful rollout of an assessment plan depends on additional human resources.
- We will continue to collect data to the best of our abilities and to work with Institutional Research to report grade outcomes of our student employees.

**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?

N/A

**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.

N/A

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.
**CASA Centers for Academic Success and Achievement**

**Program Write-up with Task Force Comments**

**Indiana University-Purdue University Fort Wayne (IPFW)**

N/A

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

N/A

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

N/A

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

N/A

**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?

N/A

**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?

N/A

**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.

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

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

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

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

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?
N/A

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?
N/A

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.
N/A

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

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

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

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?
N/A

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?
N/A

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.
N/A

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

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

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

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

**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?
N/A

**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.

N/A

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

N/A

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

N/A

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

N/A

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

N/A

**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?

N/A