Program Summary
The Office of Graduate Studies at IPFW represents eight Purdue University (PU) graduate programs and nine Indiana University (IU) graduate programs. Currently, two of the IU programs are not admitting students pending a review of the curriculum and identification of programmatic needs. The Master of Social Work is taught on the IPFW campus but the degree is not conferred by IPFW.

The PU graduate programs include Biology, Computer Science, Professional Communication, Mathematics, Nursing, Organizational Leadership and Supervision, Nursing, Technology, and Engineering. These programs have XXX active graduate students and XX inactive graduate students. There are XX international students enrolled in Purdue programs.

The IU graduate programs include Counselor Education, Educational Leadership, Special Education, Elementary/Secondary Education, English, Liberal Studies (on hold), Master of Business Administration, Public Policy, and Sociological Practice (on hold).

Task Force: Thank you for the work that went into this report. Through the USAP process, we are working to create at IPFW a culture of continuous improvement, and we think that setting specific and measurable goals is an important part of getting individuals and units at IPFW to think differently about planning and the future. Your plan shows a clear sense of your mission to help students and solid ideas for improving the success of the students who use your services; for the next USAP report, as you update us on progress toward your goals, we urge you to refine these plans to make them ever more concrete and measurable.

Other Comments:

Each unit that is directly responsible for student learning (whether the unit is academic or academic support) should have included at least ONE unit goal (among its other goals) that aligns with EITHER Goal I.A.1 or I.A.2. Please establish this goal for your unit and ensure it is included on next year’s report.

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)
Mission: The mission of the IPFW Office for Graduate Studies is to facilitate offering a range of distinctive graduate programs important to the social, economic, cultural, and intellectual life of northeastern Indiana.

Vision: IPFW will fulfill its roles as a comprehensive, public university and the largest provider of higher education in northeast Indiana through strategic visioning and accountability for graduate education services. Through collaborations with other campuses and organizations, including civic and corporate, IPFW will assess and respond to the graduate education needs of vital social, economic, cultural, and intellectual institutions and communities throughout the region.

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

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

Process Goal 1.B.1.: Increase student engagement

Began graduate student activities that expanded outside the classroom by offering community building activities to engage the students with each other.

Offered several events in partnership with the Graduate Student Organization.

Promoted the Student Research Day Event

Designed new graduate student assistantship orientation.

Designing professional improvement workshops for graduate students.

Process Goal 1.C.4.: Expand support for international students

Offered 5 Chancellor Merit Scholarships to international graduate students, 4 accepted and 1 received assistantship.

Admitted 12 international students to the IU programs

Admitted 28 international students to the PU programs

Worked with International Education to provide more support for international graduate students

Process Goal 1.E.1.: Develop signature programs

Collaborated with West Lafayette and Calumet campuses to offer Doctor of Nursing Practice (DNP)

Collaboration included the OGS and numerous staff and faculty from multiple offices from IPFW, WL, and Calumet.

**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.

Supported graduate student travel to present papers and posters.

Supported 9 Graduate students with money provided by transfer from RESP and 4 students with OGS money. No additional money available for spring applications.

1 graduate student received the President's Award for his poster at the national entomology conference in Portland, OR

Offered workshop for poster presentation and travel money requests - conducted by graduate student who received travel money.

16 graduate students attended

Worked with non-academic departments to offer graduate assistantships.

Total of 72 graduate assistantships awarded for 2014-2015

Promoted the Student Research Day event.

**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.

Provided travel money for graduate students - reported in Accomplishments for Creation of Knowledge

Began development of plan to work with area industry. Working with ETCS graduate program directors.

**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.
4.B. Process Goal: Efficiency

Instituted new processes in the OGS to notify programs of admissions and enrollments.

Weekly reports of those newly admitted by not yet enrolled sent to departments.

Weekly reports of those admitted but not yet enrolled sent to departments.

Instituted rolling admission for majority of programs (Counseling Program begins in summer).

Admitted 86 students after the previous June 30th deadline

COGNOS not available for enrollment data

Involved Program Directors in reaching out to students who have not completed applications and those who have not enrolled.

Worked with Kim De Leon to develop COGNOS reports for OGS that are accessible to Program Directors, advisers, and chairs.

Made changes to the attendee list for the Program Directors' meetings to include International Studies, CASA, Graduate Student Organization president and vice-president, and the staff of OGS.

Began working on the identification of problem areas in the admissions process and initial solutions to improve communication with students, faculty, program directors, and OGS.

Reviewing Customer Relationship Management, Intelaworks, software for DCS and Marketing to share for tiered to incorporated contact forms and follow-ups. This will assist the completely manual process used by OGS.

OGS calls each inquiry and identifies their desired graduate discipline. Following the personal call, the OGS emails the potential applicant with the contact information for the specific discipline director and department secretary who are copied in the email. The applicant is advised to contact the OGS if they do not hear back from the department within 5 working days.

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

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

**Question:** Accreditations - What program-specific accreditations and status do you have, if any?
Indiana University-Purdue University Fort Wayne (IPFW)
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Association to Advance Collegiate Schools of Business (AACSB) - Doermer School of Business
Accreditation Commission for Education in Nursing (ACEN): Department of Nursing
Network of Schools of Public Policy, Affairs, and Administration (NASPAA): Public Affairs (MPA)
Council for Accreditation of Counseling and other Related Educational Programs (CACREP): Counselor Education
Educational Leadership Curriculum Consortium (ELLC): Educational Leadership
Council for Exceptional Children (CEC): Special Education

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

**Criterion:** #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

**Question:** Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

The only federal laws that the Office of Graduate Studies address are the laws and mandates related to Family Educational Rights and Privacy Act (FERPA) and the United States Citizenship and Immigration Services (USCIS) rules related to an I-20 Certificate of Eligibility needed to apply for an F-1 Student Visa. The Office of International Education assures that the documents are appropriate.

**Question:** Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?
The Office of Graduate Studies has two distinct admission processes for Indiana University (IU) and Purdue University (PU) applicants. PU is planning a major change in the software used in their application process beginning in the spring. IU remains a paper process and the OGS does not have any working information regarding IU program applicants which hinders our communication to these students regarding information provided by OGS to all graduate students.

IPFW's online application software is still not ready after many years of development. It is hindered by two reasons:

1.) The Purdue University Graduate School continues to change and to add data required for our online application process. Each time the design is opened for testing, PU identifies new data that is needed and we are not aware of these changes until they test our system.

2.) IPFW resources to complete the online application are not available. Due to the significant decrease in ITS support personnel who have knowledge in this area of application design specific problem areas cannot be assigned.

The small Student Information Support Services Staff severely limits the amount of work that they can produce and there are major projects that take precedence over this project.

IPFW only has one vote at the Graduate Council at the Purdue Graduate School.

Of Major significance: For graduate programs at other campuses, the head of the graduate program (usually the head of the respective department at the West Lafayette campus) may delegate various authorities to the head of a department at another campus, with the approval of the dean of the Graduate School. Although various authorities may be delegated, final responsibility may not be delegated. The approval of courses offered at a non-West Lafayette campus and the approval of graduate faculty certifications may not be delegated.

The stewardship campus was eliminated in early 2000's. PU brought back this concept in this statement on page 9 in the The Graduate School Purdue University Policies and Procedures for Administering Graduate Student Programs Manual.

**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.

We do not do work outside our mission; however, we have may inefficiencies in the graduate application and acceptance process due to the manual nature of the current process. In addition, we cannot track any Indiana University graduate program applicants because they use a paper only process.

**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/

NA. We have no IR Department Profile.

**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:

   Clear goal (the goal is exploratory in nature and thus will lead to a proposal/report, not a definite outcome at this point).

2. Comment on the goal's measures:

   QUESTION: Proposal presented to whom? Who is in charge of the decision about whether or not this is viable and will be pursued? The reference to HLC approval suggests the possibility that there are stakeholders both internal and external to IPFW.

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

   There would be significant impediments to implementing this plan: financial (need for new faculty lines) and cultural (might breed resentment among undergrad-only professors, who would have a higher teaching load).

4. Comment on the goal’s relevance:

   The rationale for exploring this possibility is that the Higher Learning Commission recommends it, but there would need to be a more complete argument for implementing this, given the resources it would require. Presumably this will be part of the proposal/plan that the task force will create.

5. Comment on the timeline of the goal:

   Specific, but long term (“will likely need to be ‘phased in’ over an extended period of time”)

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

   Explore differentiated faculty load requirements for graduate and undergraduate 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.
1. Foster Student Success

1.B. Process Goal: Increase student engagement

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

1.D. Process Goal: Increase the diversity of the IPFW community

1.D.4. Recruit and retain a diverse faculty and staff at all institutional levels.

1.E. Process Goal: Develop signature programs

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

1.E.2. Process Goal: 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.

2. Promote the Creation, Integration, and Application of Knowledge.

2.B. Process Goal: Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.


3.B. Process Goal: Provide access to outstanding intellectual programming.

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

High Priority

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
• Create a task force to explore the desirability and utility for differentiating undergraduate and graduate faculty load requirements as recommended by the High Learning Commission (HLC).

• Encourage the task force to talk with faculty, chairs, and deans about potential benefits and drawbacks of various differentiation plans.

• Create a proposal for implementation of a plan.

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

2014-2015

• Task force comprised and proposal prepared.

2015-2016

• Proposal presented and, if found viable, implemented for 16-17

2016-2018

• Assessment considering:

  1. Faculty changes in courses due to change
  2. HLC approval
  3. Graduate survey regarding intellectual environment.

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

No, current financial resources at the department levels would not support this implementation. Instituting a differentiated faculty load will require a substantial investment to cover courses in departments with graduate courses; potentially new lines. Will likely need to be "phased" in over an extended period of time.

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

Based on the assessment data, departments will need additional faculty lines.

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

Dedicated time for task force to complete the assessment. Faculty teaching only undergraduate courses may have very negative reaction to differentiated workloads as this would be a culture change. Faculty teaching high enrollment undergraduate courses versus low enrollment graduate courses. Balancing workloads for faculty teaching in both undergraduate and graduate programs.
Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

See metrics for timeline.

2014-2015

• Task force comprised and proposal prepared.

2015-2016

• Proposal presented and, if found viable, implemented for 16-17

2016-2018

• Assessment considering:
  1. Faculty changes in courses due to change
  2. HLC approval

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:

SUGGESTION: The way the goal is phrased (i.e., using the verb “create”) implies the development of new programs, but the rest of the plan indicates that you are thinking in terms of improving the existing programs to be more in tune with employer needs. Clarifying this will be helpful.

2. Comment on the goal's measures:

QUESTION: These will be good things to measure to track progress toward your goal, but can you be more specific about what targets you are aiming for? (i.e., how many employers do you wish to involve, how many surveys to distribute, etc.?)

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

Needs travel funds to travel and develop relationships with employers outside of Fort Wayne

4. Comment on the goal's relevance:

Goal is relevant to IPFW's Plan 2020 goals; accessing data that have already been collected before undertaking your own study (see below) will be a way of making this process more efficient.

5. Comment on the timeline of the goal:

Specific dates; long timeline leading up to 2020

Possible opportunities for collaboration or suggestions for addressing a gap:

SUGGESTION: Given that 94% of our graduates stay in Indiana, you are wise to focus on regional employment trends and needs. We would recommend some preliminary information-gathering steps before undertaking the more expensive, travel-intensive steps of this plan. The Northeast Indiana Regional Partnership collects data on employment needs of the region. Additionally, many departments on campus, including those with graduate programs, have community advisory councils, which may be able to provide employment data for the local level for specific disciplines. Finally, the Engagement Office and Career Services do a lot of work connecting students with potential employers, so they may also have helpful data about employers’ needs. These initial sources of data may allow you to create more focused inquiries for your own research.

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

Create graduate programs that meet the needs of local, regional, and national business stakeholders.

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

1.E. Process Goal: Develop signature programs

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

1.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.

1. E. 3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

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

High Priority

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

1. Create a task force to identify local and regional business that are potential employers of IPFW graduate students.

2. Task force to meet with current employers of graduates from IPFW master's programs to determine if these alumni are prepared for workload and quality expectation.

3. Engage the task force to meet with these employers to identify gaps in curriculum and skills of our programs.

4. Identify employers that would support internships or participate in project based.

4. Create curricular maps examining outcome criteria, content, teaching methodologies, and delivery methods following analyses from task force.

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

1. Number of employers participating in the process of data collection.

2. Identification of employers desiring participation in major curricular projects or internships.

3. Program curricular mapping showing curricular changes based on gap analysis.

4. Employer surveys - satisfaction surveys related to major projects, internships, and employee preparation

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?
No. The Office of Graduate Studies does not have the financial resources to cover regional travel costs. Initial meetings with employers will need to be face-to-face to establish rapport and introduce current programs.

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

Travel funds to travel to major current potential employers outside the Fort Wayne area are needed.

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

Faculty time to serve on task force. Coordination of employer visits. Identification of potential or current employers that are not in the industrial, technical, or healthcare arenas so that the non-professional programs also benefit.

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

2015 - Identify current and potential employers.

2015 - Develop schedule to meet with employers.

2015-2016 - Meet with employers

2016 - Conduct gap analysis and identify potential curricular changes.

2016-2017 - Develop curricular changes and proceed through process for implementation

2017 - Curricular mapping completed

2017-2020 - Conduct employer updated surveys for gap analysis

2017-2020 - Conduct employer satisfaction surveys

**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:

It becomes clear from reading the whole report, and especially this specific goal, how much your ability to streamline and improve the application process is dependent upon forces outside your control (the ability of an understaffed other unit to prioritize the project, the problems with getting PUWL to approve). With this goal, it is clear what the desired ideal outcome would be (a single online application system for both IU and PU applicants, with tracking capability), but the action steps related to studying the process as it is now indicate that you recognize the limitations you are working with and are seeking opportunities for improving the existing system.

2. Comment on the goal's measures:

SUGGESTION: Metrics 2, 3, and 4 are of the “yes, done” or “no, not done” type. Metric 1 (“reduction in the length of time” from application to decision) should include a clear target (reduction from this to that), but the action step above about determining the average length of time from application to indicates that you do not yet have the data to create an informed target for your metric. This would be something to clarify for the next report.

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

Two resource needs are identified: SIS personnel time and the conversion of the secretary from 0.5 to 1.0 position. Presumably having more hours of secretarial support would enable both the data-collection activities listed as action steps and extra time to introduce the efficiencies that are within the control of the Office of Graduate Studies.

4. Comment on the goal’s relevance:

Good: Keeping better track of applicants and having an easier and more up-to-date application process will help get students in the door, which will enhance unit’s ability to achieve Goal 4.

5. Comment on the timeline of the goal:

Not clear, partly because it depends on time resources from another unit.

Possible opportunities for collaboration or suggestions for addressing a gap:

Undergraduate admissions would also benefit from having more sophisticated online application systems. This is a need that will require resource allocation and firm leadership from upper administration.

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

Investigate the efficiency and effectiveness of graduate admissions processes and find areas where improvements can be made.

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

4.B. Process Goal: Efficiency


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

High Priority

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

1. Collect data on admissions process from Purdue and IU graduate programs.
2. Work with SIS to complete online application process that allows students, directors, and secretaries track applications with flags on missing materials.
3. Identify inefficiencies in graduate admissions process:
   A. What are the admission processes currently in place?
   B. What is the average amount of time from the submission of initial application material to the acceptance/rejection decision for graduate applications?
   C. What are the most frequently asked questions of the OGS staff by graduate program directors/secretaries?
   D. What are the most frequently asked questions of the OGS staff by students and prospective students?
   E. What are the top 5 reasons that applications are not processed in a timely manner.
   F. At what points must graduate directors/secretaries most frequently intervene to answer questions, request more materials, etc?
   G. Which parts of the applications process take time away from other program matters?
   H. How can the admissions process be communicated more clearly to applicants?(Online tracking)

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Reduction in the length of time from initial submission of application materials to acceptance/rejection letter.

Weekly reports sent to Program Director of their applicants in the AY process

Application process online with tracking available.

Email reminders being sent to applicants via the online process.

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

No.

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

SIS personnel time to finish development and testing on online graduate application process.

Changing the .50 FTE graduate secretary position to 1.0 FTE.

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

If Purdue Graduate School does not approve the online process for Purdue programs, the IU programs will switch to the new application when it is completed. This will continue to require 2 different application processes.

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

The online application has not been able to meet any expected deadlines. SIS is not able to project at this time due to their workload.

Data collection will begin in spring 2015.

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

GS Graduate Studies

1. Comment on the specificity of the goal:

QUESTION: This refers back to our question about the “Program Summary” section: clarifying current enrollments will enable you to set targets for increases, with the ultimate aim of reaching the graduate-enrollment goal of Plan 2020 goal IV.O.1a (“Constant enrollment of 9000 undergraduate and 1000 graduate degree-seeking students”).

2. Comment on the goal’s measures:

SUGGESTION: Metrics lists “increase” as the desired outcome for many of the action steps listed. It would be helpful for your unit to create a multi-year plan involving specific targets for increases, so that you will have clear endpoint goals for these measures and checkpoints along the way so that you can assess your progress toward the goal of increasing graduate admissions to a stable desired level.

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

Resources needed from a variety of sources. Some of the steps can be achieved with current resources.

4. Comment on the goal’s relevance:

Very relevant to Plan 2020 goal IV.O.1a.

5. Comment on the timeline of the goal:

Timeline would be clearer with more specific targets for increases (as discussed under “Metrics” above).

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Increase admissions and enrollments in Graduate 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.
1. Foster Student Success

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

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

1.C.2. Promote academic programs for international market.

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

1.E. Process Goal: Develop signature programs.

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

1.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

3. Promote the Creation, Integration, and Application of Knowledge

3.B. Process Goal: Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.

3.C. Process Goal: Promote development of opportunities for faculty and student engagement with the community for 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.

High Priority

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

Develop signature marketing plan for Graduate Studies.

Redesign Office of Graduate Studies website.

Obtain improved signage and visibility of the Office of Graduate Studies.

Develop improved enrollment strategies and tracking processes (aligns with Unit Goal Three).

Seek funding for additional graduate assistantships for specific graduate programs.

Obtain funding for 8 additional graduate assistantships out of the Graduate Studies Office.

Permanently transfer money for two .50 FTE graduate assistant ships currently funded by transfer money from RESP

Partner with the Graduate Student Organization and Alumni to increase community building activities for graduate students.

Continue supporting graduate student travel money to present at conferences through $2,000 transferred to OGS from RESP.

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

Increase in graduate admissions.

Increase in enrollment in graduate courses.

Increase in graduation from master's programs.

Increase in the diversity of graduate students.

Increase in number of assistantships.

The number of graduate student activities will increase as will participation.

The OGS website will be comparable to other graduate school websites.

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

No, the OGS does not have the budget to support the strategies.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
Money is currently transferred from RESP to cover the student travel money and 2 graduate assistantships. Additional money is needed to fund the increase in graduate assistantships both at the program level and for OGS.

An outside web designer is needed to completely redesign the OGS website. On campus resources are not available.

Marketing money is provided through the marketing department. We are also partnering with the Office of Continuing Studies to coordinate marketing and recruitment strategies.

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

Finding a creative web designer who can work with Dot CMS who is not expensive. Also to work within the University parameters.

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

The marketing plan is already identified and the first part of the plan is to begin January 12, 2015.

A marketing tool, currently used by OCS will be integrated into the marketing plan for OGS to follow-up on all inquiries beginning with personalized electronic responses and prompts.

Meetings have already begun with OGS, OCS, and Marketing Communications.

The use of social media is being initiated by Marketing Communications and OGS.

**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?

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

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

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

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

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

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Question: Resources - Are you able to accomplish this unit goal with your current resources?

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

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

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

Criterion: #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

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

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

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

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

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

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

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

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

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

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

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

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

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

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

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

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

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

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

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

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

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

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

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
#16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

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

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

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

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

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

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

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

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