Program Summary

Task Force:

Because the report was not filled out using the format provided, we were not able to analyze the information due to time constraints. It appears to have been copied and pasted from another source whose purpose was not the same as the USAP report. We didn't want to make assumptions on what the accomplishments, goals, timelines, and metrics were. Having read the report, we think there are great ideas expressed but we do not see how the goals can be accomplished without a full-time director. 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. 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)

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.

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.

Question: III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.

Question: IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.
**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

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

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

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

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

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

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

**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.

**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/
#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.

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

- Foster Student Success: Increase Student Engagement

**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.2 Expand Impact and Profile of Honors Program
  - Honors Program:
    - 250 enrolled
    - 50 students complete annually

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

- High (long-term)

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

The key to achieving this goal by 2020 lies in recruitment and retention of students.

**Recruitment:**

1. Internal—students who are already at IPFW
2. Incoming—students who have already applied and been accepted to IPFW
3. External—using the Honors Program to attract high-caliber students to apply and come to IPFW

**Retention (in the context of the Honors Program):**

1. Retention of students in the Honors Program
2. Retention of students at IPFW

**Our Plans**

1. Internal Recruitment:
   1. In Spring 2014, we held Open Forums for Honors-eligible and Honors students about changes in the Honors Program.
   2. The Opening of the Honors Center was an important recruitment strategy for us, as it has allowed us to plan more outreach events for the students.
   3. In addition to mass communication strategies (mass emails, Facebook, updating Honors website, etc.), we have worked on more individual recruitment strategies:
      1. Emailing students who have not taken any Honors classes in a while to see if they are still interested
      2. Emailing students who were in non-Honors sections of classes that were offered as Honors to encourage them to take the Honors sections
      3. Emailing them about specific Honors courses that they would be a good fit for
4. Emailing students about specific scholarship/conference opportunities based on our knowledge of their interests
5. Emailing students who were not registered for classes
6. We worked with the NSO planning team (in particular, Lynette Coughlin), so that during the check in period on NSO days, Honors-eligible students received another welcome letter and a map with direction on where to find us after they were done with their department orientation (because this was before the Honors Center opened, we had to reserve different rooms on campus for our purposes) *(new for 2014)*
7. For each Honors-eligible student a personalized folder was created (with relevant Honors Program information) and delivered to their advisors, as has been the case in previous years.
   1. We also reached out to all advisors, sending them Honors Program information, inviting them to meet with us, and asking them to encourage their students to come visit us after they were done with the departments. *(new for 2014)*
8. Meetings with students: both the drop-in sessions and pre-scheduled meetings were very successful. We had the opportunity to meet a lot of students from different majors, recruit students for Honors courses and Honors Student Organization, and demonstrate our usefulness as an additional advising resource for incoming students.
9. For those Honors-eligible students who came to NSO but did not meet with us, we sent them a follow up "sorry we missed you during NSO" letter *(new for 2014)*
10. **Data collection:**
   1. We carefully tracked participation data on the students, which will serve as an important benchmark for us that will allow us to see whether our interventionist strategies are having an impact on our ability to retain students within the Honors Program and at IPFW.
11. **Modifications for 2015:**
   1. For 2015 NSO, we are in the process of making adjustments to the process, based on changes in the NSO structure. Our fundamental outreach goals will remain the same, as will our goals of closer relationships with advisors across the university, and having the Honors Center will make the process more efficient and (hopefully) more effective.

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**4. Internal Outreach: Newly Eligible**

1. At the moment, students are coded as Honors Eligible (HON-F) if they meet certain criteria upon admission to IPFW. Our goal was to reach out to those students who may not have had good standardized test scores or who were non-traditional students, but who performed well once they got to college—students who became eligible after 1-2-3 semesters at IPFW.
2. Michele Shawver ran reports and we began to individually contact newly-eligible students and inviting them to the Honors Program. *(started after Spring 2014 grades were posted; large-scale effort on this using Fall 2014 final grades)*
   1. **Data collection:** we want to see if there is a difference in success rate between students who become Honors-eligible through pre-IPFW performance and IPFW performance.

**5. Honors Freshmen Seminar**

1. This is a 1 credit course that runs the week before Fall Semester starts. It serves as an introduction to IPFW and the Honors Program. We had a strong increase in participation from previous years.
2. **Modification for 2015:**
   1. As soon as we find out how the changes in NSO structure will affect our plans for this course, we will begin to develop the syllabus for the week. We
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want to include faculty from more colleges and increase the academic rigor of the course.

6. Fall 2014 Honors Courses
   1. The Honors courses available for Fall 2014 were an important recruitment strategy for incoming students. Students could see that they could try out the Honors Program while taking courses required by their majors.
   2. We are continuing to work on revising and improving the Honors Curriculum.
   3. **Modification for 2015:**
      1. We are finalizing our Fall 2015 schedule. We plan to have our Spring 2016 schedule available as well to help students plan ahead.

2. Incoming
   1. Our primary effort in this area is through NSO. During 2014 NSO period, the Honors Program piloted a more “invasive” participation process. Our goal was to try to meet as many incoming Honors-eligible students as possible, after they had a chance to meet their department-specific advisor. Using lists generated for us by Admissions of Honors-eligible students, we reached out to them in a number of ways:
      1. “welcome letter” from the Honors Program, inviting them to join the program and meet with us during their scheduled NSO day (*new for 2014*)
         1. students were encouraged to either drop in or pre-schedule an appointment with the director
         2. we used multiple versions of the letter, “personalizing” them based on a number of criteria:
            1. we looked up lists of valedictorians/salutatorians and referenced this accomplishment in our welcome letters
            2. we had a slightly different letter for the recipients of the Chancellor’s Distinguished Scholarship
            3. we had a slightly different letter for the recipients of the Chancellor’s Scholarships, because those students are eligible to receive one free Honors course during their freshman year and another one during their sophomore year, so we saw this as a possible recruitment opportunity
   3. External

While we have not been in the position to initiate projects in this area in 2014, we see this as an important growth area for us for next year and an important way that we can contribute to the overall student recruitment and retention project at IPFW.

   1. We participated in existing programming (e.g. Civics Day (organized by the Department of Political Science), Campus Visit Day, guidance counselor visits to campus organized by Admissions, etc.), and are scheduled to take part in Multicultural Day and other Office of Admissions initiatives.
   2. Starting in the Summer 2015, we would like to work more closely with the Office of Admissions to start using the Honors Program to attract high caliber students to apply and come to IPFW.

Retention (in the context of the Honors Program):

   1. Retention of students in the Honors Program
      1. Development of Honors courses and Honors programming to attract students to the program
      2. Honors Advising (see appropriate goal)
      3. Tracking and Data Analysis to learn why students leave the program to address their concerns
Program Write-up with Task Force Comments

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2. Retention of students at IPFW
   1. For the time being, we only have anecdotal evidence that students leave IPFW for other institutions because they do not feel they are getting appropriate challenged
   2. The goal is to provide a high-impact educational experience for them that does not make them want to leave

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

One of the problems that we have at this moment is incomplete data for years prior to 2014-2015 academic year and insufficient tracking tools within Banner. We are working on more extensive data collection so we can better understand root causes for students' success and problems within the Honors Program.

For example, we are creating a database for our “first” cohort—incoming Honors-eligible freshmen.

Some of the variables we want to examine (this is not a complete list of variables we are looking at):

--impact of meeting with Honors during NSO
--impact of taking Honors Freshmen Seminar
--impact of taking an Honors course during the first semester of freshman year
--impact of using the Honors Program for advising
--which of the qualifying criteria (SAT/ACT/HS rank) is the best predictor of their success at IPFW
--comparison between students eligible based on pre-IPFW criteria and IPFW-performance criteria
--is students’ major a factor
--first generation college student as a factor

This data will allow us to see how we are doing with each cohort every year and will allow us to revise our strategies to maximize effectiveness.

We also need to refine the meaning of “50 students complete annually”—does complete mean graduate? Graduate with an Honors Pin? Graduate with an Honors Medal?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?
The Honors Program is extremely fortunate to have an amazing Administrative Assistant—Michele Shawver, who has been willing to take on every new challenge and responsibility.

The Honors Program Director’s position is (on paper) a half time position (for the first year, with the possibility of moving to 25% after that). This is something that will need to be revisited, because of the volume of advising, day-to-day responsibilities, faculty development responsibilities, and planning for future growth.

There remains a gap between “things that we know that we need to do” and “things that we can reasonably do” and I would like to see that gap closed as soon as possible. (For example, the expansion of advising has meant that the initial plans for faculty outreach have had to be curtailed.)

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

1. Need to figure out how to handle expanded advising
2. Assistance with Data Collection—each new idea we have usually requires assistance in setting up a new COGNOS report, etc. It would be great to be able to have someone who can help us with that
3. Stronger relationship with Admissions—we are working on this.

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

We are extremely dependent on other units in the university to achieve our goals (Admissions, Registrar, URC, faculty and advisors across campus, etc.). All these other units have their own goals and priorities. We will continue to work and build partnerships with them, but this dependence is not something we can completely overcome.

Examples: we need to have accurate information on admitted students; we need to be able to have new COGNOS reports created for us; we need to assistance with promotional information; we are dependent on departments to release faculty to teach Honors courses; we are dependent on advisors to encourage and not discourage students from considering the Honors Program, etc.

We have developed some great partnerships that we are extremely grateful for, but there are relationships that are not shaping up well for us as well.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
We are not going to get to 250 and 50 in one year. This is a multi-year process, and we plan to track our student cohorts to see how many students we are retaining in the program, what the reasons for students becoming inactive in the program, etc. so we can modify our recruitment and retention strategies.

**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.

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

Promote the Creation, Integration, and Application of Knowledge

**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.

- II.B: Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge
  1. II.M.2 Students participating in research and scholarly activities
  2. II.0.2a: 100% of all graduating students will have engaged in a high-impact educational experience
    - **Honors Program:**
    - **II.0.2b: 100% of Honors students participating in scholarly activities**
    - *Note: this also contributes to goal I. B.2 Expand Impact and Profile of Honors Program*

**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?
For our purposes, “research and scholarly activities” is defined as:

1. Honors Projects
   1. Data collection on why students choose not to do their Honors Projects (to see if those factors can be addressed)
   2. The Honors Project preparation and completion process is being revised
      1. Greater involvement of faculty across the university
      2. Clarifying relationships between students who have capstone projects in their majors and the Honors Project
      3. Broadening the range of options for types of projects that can be done (service component, performance, etc.)
      4. Discipline-specific conferences
         1. Scholarship opportunities for Honors students who want to present their research at appropriate discipline-specific conferences
   3. Greater emphasis on preparing for the project from the beginning of student’s involvement in the Honors Program
   4. Promoting Scholarships to support students doing their Honors Projects
   5. Greater involvement of Honors students as audience for Honors Program Showcases (prior to the year they present)
   6. Honors Showcase as celebration of student accomplishment (CATV recording, reception, etc.)
   7. external
      1. MEHA (MidEast Honors Conference)—continue to encourage and help fund students’ presentations
      2. NCHC (National Collegiate Honors Conference)—encourage and help fund students’ presentations
         1. NCHC 2015 is in Chicago so this is going to be a great opportunity for us to support more students in taking part
   2. Research done in Honors courses and H-Options
      1. Expansion of upper-level Honors courses, especially those that can be taken as General Education Capstone (C.8) that would incorporate research into students’ regular course work
      2. Students doing H-Options for upper-level courses (instead of introductory Gen Eds), where their H-Option requires a significant research component
   3. Research done by Honors students supported by the Honors Program
      1. Expansion and promotion of scholarship opportunities to support students’ ability to serve as research assistants or to conduct independent research
   4. Presentation Opportunities
      1. Internal:
         1. Honors Showcase (for Honors Projects)
         2. Research and Creative Endeavor Poster Symposium; Annual History Undergraduate Conference; SASI; etc.

All Honors courses can be characterized as “high impact educational experiences.”

Our goal is to expand our course offerings and develop a series of workshops for faculty to share their experiences and successful practices.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Keep track of students applying and receiving scholarships; attending conferences; completing Honors Projects; participation in on-campus research presentations, etc.

We are revising the assessment for Honors courses to better determine the success of high-impact educational experiences in Honors courses.

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

For the most part.

We are very fortunate to have the Honors Program Endowment that so far has been sufficient in meeting the demand from our students for research and conference travel funds. We have also been fortunate to have the support from RESP, IPSGA, and Dean of COAS.

There are a number of constraints on our ability to offer a greater variety of Honors courses.

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

We would like to be able to work with the Office of Development to grow the Honors Program Endowment in anticipation of greater demand for scholarship and research assistantship resources as the program participation grows.

As more and more students take part in the process (I am meeting with freshmen (!) and sophomores who have ideas for projects they would like to do), we are going to need more and more faculty to serve as mentors, external reviewers, etc. In many cases, mentorship is a very time-intensive process that faculty at this time do not get compensated for. It would be great to be able to offer some financial reward to faculty for the work they do in this area.

As we are experimenting with "group H-Options," it would be great if we could figure out a way to compensate faculty for that additional work as well.

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

Dependence on other units within the university who may have other priorities and goals.
**HON Honors Program**

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

We view this as an ongoing process and will continue to evaluate the data and results and make the necessary adjustments to improve our outreach and student involvement.

**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.

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

Honors Program as a Regional Intellectual Hub

**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.

- III.B Provide access to outstanding intellectual programming.
- III.F Serve as an exemplar of free and open discourse
  
  *Note: this also contributes to goal I. B.2 Expand Impact and Profile of Honors Program*

**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?
As an interdisciplinary program that is already promoting greater cooperation between IPFW faculty and high caliber IPFW students, we are in a strong position to be able to develop and offer outstanding intellectual programming on a variety of topics to the IPFW and local community audience.

Since the opening of the Honors Center, we have worked to partner with existing programs (History Department, Institute for the Study of Holocaust and Genocide, Women’s Studies, American Democracy Project, etc.) to help organize and host programming. Starting in Spring 2015, we would like to develop more of our own original programming. The Fall 2014 Honors Omnibus class focused on the role of public intellectuals in American society. Using the participation and discussion in that class as a springboard, we will establish a student steering committee and begin organizing events that will bring experts to discuss interesting and important topics, selected by the students. Eventually, the goal would be to record these and make them available on the Honors Program youtube channel.

We will continue to develop partnerships with groups with existing programming as well.

In addition to providing an important service to the university/community, we hope to see this as an example of a high-impact educational experience for the student participants (research on which topics to do; research on how to structure the events; practice on how to handle difficult and controversial topics; etc.)

We would like to see the establishment of other types of intellectual programming, such as book club series and other specialized activities driven by student interest. However, this is not something we can take on until 2016-2017 at the earliest.

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

The metrics will vary by event type, but for "outstanding intellectual programming" we are going to focus on the following:

--level of audience participation (students in attendance, members of IPFW community in attendance, members of the local community in attendance)

--"reach" (for example, if it is a lecture or panel discussion, can we have it recorded and broadcast by CATV or NIPR)

--audience feedback (follow up questions, interest in other department events, invitations to partner with community organizations, etc.)

--media coverage of events (to help promote visibility for the Honors Program/IPFW)

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

For the most part—yes.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
We would like to continue to have a strong relationship with John Kaufeld and his team to help us promote our events.

As the program expands, we might want to partner up with IPSGA to help us with costs of food for audience members, etc.

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

We are dependent on students being interested and having the time to do the work required.

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

- We do not see this as a one year process, but rather as an ongoing process, where we experiment with different formats for programming and collaboration, until we find ones that work well and that there is sufficient interest/demand for.
- Events will be evaluated to determine whether it is worth continuing or not, expanding, etc. in the future.

**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.

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

- Provide Honors students with High Impact Advising Experiences

**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 advising interventions.

**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?
Some of our strategies have already been discussed in the first goal (recruitment and retention).

Honors students can benefit from invasive advising strategies to ensure they are taking advantage of all the available opportunities and reaching their full potential.

(Since I am the Lead Advisor for the Department of History, I am borrowing some of the strategies we have already used there.)

Strategies:

1. Improved Tracking System
   1. The tracking of Honors students’ progress (Honors GPA, Honors credits, etc.) is all done manually by the Honors Program Administrative Assistant.
   2. We are working with the Registrar’s Office to help us improve the Banner coding system that would allow us to track students in a more effective and meaningful way.
   3. A more effective tracking system will allow us to “intervene” appropriate in student’s progress through the program (e.g. reminders about Honors Project proposals, missing requirements, etc.)
   4. Check on students who are not registering in a timely manner during priority registration
   5. Developing activities to help promote Honors courses:
      1. Starting Fall 2014, “Enrollment Party”—a way for students to meet Honors faculty for upcoming semesters to ask them questions and promote interest in Honors courses.

2. Implementation of a More In-depth Honors Program Application
   1. Will allow us to learn more about students’ interests so we can reach out to them individually about appropriate opportunities

3. Promoting Honors Advising
   1. Michele Shawver created an online advising sign up sheet that is allowing students to schedule appointments for advising with the Director more easily (and is allowing us to track who is taking advantage of it, etc.)
   2. Honors Advising as a benefit of being an Honors Program member
      1. Effort to show students that there is value in taking advantage of this resource—learning about additional opportunities; advice for undecided students; help combining multiple majors and diverse academic interests; planning for life after graduation, etc.

4. Celebrating Students
   1. End of the semester reports used to congratulate students on their accomplishments

5. Students in Trouble
   1. Requested a creation of a COGNOS report that will allow us to see students who are withdrawing from classes (usually a sign of problems) so we can reach out to them (long before we get the reports on their final grades) (request made Fall 2014; will have it available to us in January 2015)
   2. Requested a creation of COGNOS report that allows us to see unregistered Honors students—to check on them, etc.
   3. Using end of the semester reports to get in touch with students who are struggling

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

--we will track students who take advantage of advising appointments to try to see if any patterns emerge that will help us refine our invasive advising strategies (relationship between NSO participation and regularity of advising; ease of scheduling advising appointments and number of appointments; appointments made in response to emails of concern/congratulations, etc.)
**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Not for all of them.

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

Honors advising is an extremely important part of the process of growing the Honors program, but as the director, there are days where I end up spending 5-6 hours on advising. As the volume increases, we will need to think about dealing with advising in a way that still allows me to do the rest of my job.

One possibility is to move towards using peer advisors, though we need at least another year before we have a strong enough cohort of students who I would feel comfortable delegating this responsibility to.

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

See above.

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

We do not see this as a one year process, but rather as an ongoing process, evaluating each new initiative on its efficiency and effectiveness, in order to determine whether it is worth continuing or not, expanding, etc. in the future.

**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?

- Foster Student Success: Diversity

**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.

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

  - Note: this also contributes to goal I. B.2 Expand Impact and Profile of Honors Program

**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?

This is an important goal that we have not yet been able to devote our full attention to. So far, we have tried to participate in existing programming (for example, in November we accepted an invitation to take part in Multicultural Day organized by the Admissions Office).

We would like to use the broadest definition of “diversity” for our purposes.

For the most part, the membership in the Honors Program consisted of traditional students who were invited to join the program on the basis of their pre-IPFW performance (SAT or ACT scores, HS rank). We wanted to make sure that we reached out to those students who had their “intellectual awakening” in college rather than high school. As discussed elsewhere in our report, we have been trying to reach out to students who became eligible on the basis of their college performance or who showed improvement.

We have had some preliminary discussions with TRIO about a possible partnership.

We have had preliminary discussions about a SAFE ZONE workshop for Honors staff (for Spring 2015).

We have been researching strategies for developing programming for first-generation Honors-eligible college students.

Our goal is to gradually develop partnerships with appropriate offices in order to make sure that we are not overlooking any group.

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

Annual evaluation of the demographic composition of Honors Program membership (age, race, gender, first-generation, military service, etc.).

We will track our success rates with different population groups in response to targeted outreach and evaluate and revise our efforts as needed, in consultation with appropriate experts on campus.

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

Sort of.

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

Stronger relationships with offices on campus that already do work in this area: Admissions, TRIO, ODMA, Military Student Services, etc.
Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

We do not have necessary expertise in this area and are dependent on the expertise of other units to help us in these areas. All these other units have their own goals and priorities. We will continue to work and build partnerships with them and look forward to joint efforts in this area.

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

We do not see this as a one year process, but rather as an ongoing process, evaluating each new initiative on its efficiency and effectiveness, in order to determine whether it is worth continuing or not, expanding, etc. in the future.

**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?

Use assessment data to improve student learning in Honors 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.A.2. Use assessment data to improve student learning.

**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?

Almost all Honors courses are General Education courses, which means they are already going through at least one formal assessment process.

The Honors Program needs to revise its assessment process, and this will be a task for the Honors Program Council to take on in Spring 2015 and 2015-2016 academic year.

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

Specific assessment tools are not yet defined, but multiple assessment measures will be used each year to track progress in improving student learning.
**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Not sure.

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

Depending on expertise of members of HPC and their level of experience with assessment, we may need additional assistance from the Office of Assessment.

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

Time.

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

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**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?
#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?