Dear Campus Community,

Two years ago we established the University Strategic Alignment Process as a forward-thinking process focused on our future, enhancing our ability to make strategic decisions to allocate resources according to our priorities. Never in our history has this need been more important than it is today, amplified as a result of the impact of many forces, internal and external, local and national.

As a result of the hard work of so many people involved in the USAP initiative, we now have specific and appropriate information and data to inform and guide our decision making. Of critical importance this year was the development of performance measures by each division, highlighting the value of this work and providing objective measures for evaluating progress toward goals and achievement of the priorities of Plan 2020.

Faced with challenges of fewer available high school graduates in the state, declining enrollment, increased competition, student demographic shifts and other influences, it is more critical than ever that we evaluate the ways in which we operate and implement strategies that will best position us to anticipate and proactively respond to challenges. With each of these challenges I firmly believe opportunities are also presented. It is imperative that we become more adaptable and responsive to the ongoing change and embrace the opportunities. Building on the seven themes identified last year, the Task Force has provided recommendations about areas for additional resource investment as well as areas we might decrease so that we can be more cost effective.

I express my deepest appreciation to the 24 members of the USAP Task Force who, representing all aspects of our university operations, dedicated untold hours to the work and maintained a focused commitment to the process and to producing a report and recommendations that will position IPFW for a successful future. A sincere thank you also, to those faculty, staff, department chairs, unit heads, deans, and other members of the campus community whose work and data have provided the information critical to producing this report.

Thank you,

Vicky L. Carwein
Chancellor
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Executive Summary

This report is submitted on behalf of the 24 Task Force members of the University Strategic Alignment Process (USAP) in hopes of providing direction in achieving the goals of the campus strategic plan, Plan 2020. Contained in this report are important recommendations for making IPFW a stronger metropolitan campus. These recommendations do not stand alone and this report should be understood in the context of the numerous supporting documents and data sources appended.

Like any reflective analysis, USAP’s purpose is to make recommendations that lead to change. With that in mind, we would first like to emphasize the many things there are to be proud of at IPFW. We have steadily increased the number of students graduating with bachelor’s degrees and last fall IPFW was recognized as being the number one university in the state for creating student social mobility. In response to the first year USAP recommendations, the new Leadership Academy is graduating its first class. In the USAP unit reports there are literally hundreds of examples of accomplishments and successes.

As we begin to discuss this year’s USAP recommendations, we first wish to highlight that our campus is at a historical turning point. Two years ago we launched Plan 2020 and along with it, USAP was created to produce recommendations on how to better align university resources with IPFW’s mission, based on data and strategic-level planning. Last year we celebrated our 50th Anniversary and were redefined by the legislature as a Multisystem Metropolitan University.

At the fall 2015 Convocation addressing those changes to the campus, Chancellor Carwein charged USAP to:

1. Think outside of our current structures and ways of doing things
2. Identify programs and services that are poised for growth and investment
3. Ask what new and innovative programming we should be investing in
4. Reject thinking that maintains the status quo
5. Suggest creative and innovative ways to offer programs and deliver services that clearly demonstrate that student success is not only the top priority of IPFW in the words of our strategic plan, but that we live it and promote it every day in everything we do
6. Ask the question—how do we create a better future for IPFW so that we grow in distinction, in value, and in service to our metropolitan area?

As a campus, we have an amazing opportunity to define our future. As a metropolitan university, how do we use our resources to enhance our regional impact and grow into this new designation? Our Task Force discussions echoed the same discussions occurring on this campus and across the nation—how comprehensive is comprehensive enough for our educational offerings? How do you balance the benefits of traditional liberal arts degrees of critical thinking, verbal and written communication, and quantitative reasoning with the trends in enrollment toward professional
degree programs? When discussing reallocation of resources, how do you improve and build capacity, not simply tear down?

Working through these questions, the Task Force concentrated on making recommendations that support Plan 2020 as well as the guidelines established for their recommendations, which were focused on four critical areas:

1. Increasing revenues
2. Identifying opportunities for efficiencies and cost savings
3. Identifying potential high-impact investments
4. Building a sustainable culture of continuous improvement

To accomplish their work, the Task Force considered the current offering of academic programs, the services and support we offer students, the internal operations of our institution, as well as the opportunity and demand in the region. Most importantly, they focused on our number one priority—student success.

This report is divided into the following four areas:

**Introduction**
In the introduction, the Task Force briefly contextualizes the work done and two legislative actions that impacted this work—(1) IPFW’s reclassification as a “metropolitan university,” and (2) a report by a Legislative Services Agency (LSA) committee tasked with operationalizing that reclassification.

**Methodology**
In the methodology section, the Task Force describes the organizational structure of USAP, the development of the year-two process, its data collection sources, and its method of analysis.

**Recommendations**
The bulk of the report is focused on the specific recommendations in the four areas requested by senior campus administrators. The Task Force developed subcategories in each area to ensure thorough coverage of each. The report contains 41 specific recommendations, nearly equal across the four areas. The Task Force provided as much detail as necessary for stakeholders and administrators to understand those recommendations, while leaving the development of specific timelines and action plans to the administration.

**Next Steps**
In order to be effective, any process of institutional reflection and critique, which the USAP process is, must lead to action. While the USAP process provides value to the institution due to the reflective learning that occurred during the process, to achieve its goals, specific recommendations must lead to intentional action steps. In this section the Task Force suggests a process to operationalize this report so that IPFW can achieve the goals of Plan 2020.
Introduction

This report discusses the methods, findings, and recommendations of the second year of the USAP. The process was created in spring 2014 to produce recommendations on how to better align university resources with IPFW’s mission, based on data and strategic-level planning. After two years of budgetary shortfalls (2012-14), USAP’s mission was two-fold—to assist with realigning resources and to assist with operationalizing the new Plan 2020.

Year One

The first year of USAP created a system for the collection of information from all major units on campus, including their purpose (mission), accomplishments toward that purpose, future goals, and requested resources. A Task Force of 12 faculty and 12 staff members reviewed the reports and developed a university-level analysis built around seven themes:

1. Academic identity, priorities, and direction
2. Alignment with regional needs
3. Communication and marketing
4. Leveraging technological capacity
5. Planning, assessment, and continuous improvement
6. Leadership development
7. Strategic enrollment management

Year Two

With budget shortfalls continuing through the first year of USAP (2014-15), the senior administrators on campus emphasized that the second-year analysis should also focus on four areas:

1. Increasing revenues
2. Identifying opportunities for efficiencies and cost savings
3. Identifying potential high-impact investments
4. Building a sustainable culture of continuous improvement

To conduct an analysis that could lead to specific recommendations in these areas, the Task Force modified the data system to include performance metrics, the regional job outlook, and more specific information on resource requests.

It seems certain that, regardless of the final shape of any new governance model for the university, whatever structure that emerges will face the same challenges to increase revenues, reduce costs, and continuously improve operations. Furthermore, once the path forward becomes clearer, the potential new investments identified in this report could, and should, become part of the discussion surrounding IPFW’s future shape.
Methodology

Organizational Structure

USAP has used a three-part organizational structure: a **Steering Committee**, a **Facilitation Team**, and a **Task Force**.

**Steering Committee:** As a chancellor’s project, the chancellor and vice chancellors serve as the Steering Committee, providing governance and defining expectations of the process. The Facilitation Team and Task Force reported to the chancellor and met regularly with her through the design and building phases of the project. In addition, meetings with the Steering Committee throughout the project provided input and clarifications regarding the direction of the process. Members include:

- Vicky Carwein, Chancellor
- Carl Drummond, Vice Chancellor for Academic Affairs and Enrollment Management
- Angie Fincannon, Vice Chancellor for Advancement
- George McClellan, Vice Chancellor for Student Affairs
- David Wesse, Vice Chancellor for Financial and Administrative Affairs

**Facilitation Team:** The Facilitation Team oversaw the process and timeline, and provided organizational support throughout the process. Members include:

- James Burg, Dean, College of Education and Public Policy—Chair
- Jennifer Oxtoby, Project Manager, Office of the Chancellor
- Carlos Pomalaza-Ráez, Professor, Electrical Engineering

**Task Force:** The third branch of USAP is the Task Force of 24 members, comprised of 12 faculty and 12 staff members. To engage the campus community and to ensure the participation of a diverse group of faculty and staff, a campus-wide nomination process was used to solicit participation. The Steering Committee made the final determination of Task Force membership. The Task Force was charged with developing the assessment methodology, analyzing the data, reporting on unit-level data, and finally creating recommendations based on their analysis. Members include:

- Suleiman Ashur—Professor, Civil Engineering (ETCS)
- Steve Amidon—Interim Chair, Visual Communication and Design and Associate Professor, English (VPA/COAS)
- Ashley Calderon—Director, Career Services
- Leslie Clark—Coordinator, Advising and Student Services (CEPP)
- David Cochran—Associate Professor, Systems Engineering and Director of IPFW Center of Excellence in System Engineering (ETCS)
- Ellen Cutter—Director, Community Research Institute
Task Force Development Process

In May 2015, new and returning Task Force members spent nearly 20 hours preparing for this year’s process, and new members met for eight hours of training and development, reviewing the following:

- IPFW goals and metrics related to Plan 2020
- Budgeting process and expense reports
- IPFW funding sources
- Resource allocation and distribution processes
- Data collection across campus and how data are used (Registrar, HR/OIE, Financial Services, Institutional Research)
- Student information data and existing performance metrics

While grappling to understand this large trove of information, new and returning Task Force members revised the first-year model to meet the administration’s request for more specific resource recommendations. The Task Force’s focus was on identifying what needed to be improved or changed with the reporting and evaluation report format and process. A significant focus of the planning discussion was the addition of performance metrics to the process.
In August 2015 the Task Force resumed, spending more than 15 hours to finalize the report template, develop a rubric, and establish the analysis and evaluation process.

The report template was distributed on September 10, and unit-specific, pre-populated reports were distributed to each department on October 22. The Task Force met bi-weekly throughout the fall to make necessary updates and finalize the process.

Data Sources and Collection
This year’s reporting cycle considered both qualitative and quantitative data and was expanded with the addition of performance metrics, employment outlook, and graduate employment data for academic programs, where applicable.

Performance Metrics Development: The Task Force recommended that each division on campus develop performance metrics with leadership from their respective vice chancellors. This collaborative initiative marks a significant achievement for this university and led to identification of indicators that demonstrate the value of our work. Metrics provide a base for analysis to understand progress toward the goals and Plan 2020 as well as the contributions of individual units and their alignment with the plan. Additionally, these metrics help us understand our progress and identify challenges and opportunities to improve. Over the next year, IPFW will have continued conversations and training around establishing and managing performance metrics to support each unit in this endeavor.
Development of Advancement, Financial and Administrative Affairs, and Student Affairs Metrics: Vice Chancellors Fincannon, Wesse, and McClellan worked within their own administrative units to create appropriate measures for each unit. The metrics for these units—Advancement, Financial and Administrative Affairs, and Student Affairs—reflect the diverse work of each unit and highlight the significant role they play within the university.

Development of Academic Metrics: Over summer 2015, a subgroup of Task Force faculty worked with the VCAA and Associate Vice Chancellor for Institutional Effectiveness to develop academic performance metrics. In August the deans reviewed and provided input into the data definitions. Six metrics were chosen by the USAP faculty to not only provide an understanding of program size and contribution to the university, but to understand resource distribution and highlight student success as demonstrated by retention and graduation rates. They included number of credit hours, majors, graduates, full-time and part-time faculty, persistence, and expenses. Where possible, the data was disaggregated at the academic program level.

In the fall semester, the IPFW Senate raised concerns that the process did not include sufficient faculty input, so the VCAA, along with faculty leadership, created a system for developing new academic metrics. After input from all academic departments on campus and screening by the faculty leadership and deans, final metrics were number of credit hours, majors and minors, graduates, full-time and part-time faculty, persistence, and expenses—with all data aggregated at the department level. This decision to move to a higher level of aggregation limited the Task Force’s ability to review program viability. Performance metrics (by college) were populated by VCAA Drummond and distributed to academic programs in January 2016.

Employment Outlook: The Community Research Institute (CRI) was retained to conduct an analysis of regional employment outlook for northeast Indiana. CRI’s analysis of IPEDS CIP educational programming throughout the region was compared with economic and occupational data in order to report information related to academic programs, including completions and projections. Due to some limitations in mapping program codes, not every academic program reflects a direct link to occupational databases. As such, academic units were invited to comment and provide context on their department’s data in the USAP Report where these limitations occurred.

Graduate Employment Data—Destinations Survey: Each year, IPFW conducts a survey with recent graduates about their plans for the future and where their degrees will take them. The data is compiled into the First Destinations Survey, a “snapshot” of what’s possible with a degree from IPFW. Academic units were invited to comment and provide context on their department’s data in the USAP Report, as appropriate.

Budget: With an improved budget process and more accurate data, the Task Force reviewed department-level budgets to assist in their overall evaluation.
**Unit Reports:** One hundred and nineteen units were asked to submit a USAP Report, highlighting their mission and accomplishments, and providing comment and context on performance metrics, as well as employment outlook and graduate data for academic programs. Reports highlighted progress on last year’s goals and identified three-to-five currently active goals for this year, including appropriate carryovers from last year. Units were also asked to identify performance metrics and resource needs for each goal.

The development of this year’s USAP report by the Information Analytics and Visualization Center created a streamlined data capture system that provided data analysis capabilities that enhanced the process, and provided more detailed and useful information about our strategic alignment efforts. Multiple reports have been generated that compile the information from 119 individual USAP reports in a variety of ways:

- Goal summaries and listings
- Plan 2020 goal alignment index
- Resource needs

**Analysis Process**

Significant amounts of data were provided and two levels of analysis—both unit-level and university-level—were conducted to produce the recommendations in this report. In addition to the rubric embedded in the USAP report, a common summary evaluation tool was developed. Training and testing of these tools were held to promote consistency across review teams.

**Unit-Level Analysis:** Pre-populated USAP reports were distributed on September 10, 2015. On request of the chancellor, the initial due date of December 30, 2015 was moved up to October 23, 2015, so that the Task Force recommendations could be considered as part of the LSA process. When issues arose regarding the academic metrics, the deadline was moved back to December 30, 2015, for Student Affairs and Financial and Administrative Affairs; February 1, 2016, for Advancement; and March 4, 2016, for Academic Affairs.

In January 2016, six Task Force teams made up of two faculty and two staff members began reviewing unit reports using the rubric and evaluation tool, completing all reviews by March 31, 2016.

**University-Level Analysis:** In a two-day retreat, the Task Force spent nearly 20 hours reviewing unit-level report evaluations and determining their recommendations for areas of increasing, maintaining, and decreasing resources. A Qualtrics survey was used to gather Task Force members’ input on campus-level recommendations prior to the event and members voted on the highest priority items. Discussion and debate continued beyond the retreat, filtering down to the recommendations contained in this report.
Recommendations

The following recommendations are based on review of the multiple data sources previously listed and filtered through the combined experience of the Task Force members. The recommendations are meant to go beyond a simple method of “cut here and add there,” but instead are offered as a pathway toward a healthier, more adaptable IPFW. The Task Force understands that the campus faces a predicted $2-3 million revenue shortfall next year, (FY 2017 operating budget is $110 million) and that to invest in strengthening new and existing programs, the university must identify avenues to decrease costs and increase revenue streams.

The recommendations follow the outline of the USAP Guidelines, and start with the need to build an organizational culture focused on continuous improvement. Campuses that need some form of prioritization do so because their normal processes have failed to produce the adaptations necessary for organizational health. Therefore, the Task Force emphasizes the importance of the first-year USAP recommendations, noting that the same themes continued to dominate this year’s university-level analysis. The Task Force strongly believes that improving the organizational culture and processes are as important as any specific cost reductions recommended in this report. As a campus, we must build a more collaborative culture that includes planning, assessment, and improvement. It is the basic formula of scientific inquiry, yet like many campuses, we fail to follow this formula when it comes to reflecting and improving our own institutional performance.

The recommendations are organized as follows:

I. Build an organizational culture focused on continuous improvement
   - Transition the USAP Task Force to an ongoing continuous improvement model
   - Engage and support the deans
   - Enhance and clarify performance expectations of all IPFW employees

II. Cost savings and efficiencies
   - Evaluate academic program efficiencies
   - Evaluate administrative and auxiliary service efficiencies

III. Invest to generate revenue
   - Invest in retention and student success
   - Invest in new and expanded programs
   - Invest so units can excel

IV. High-potential areas for moving IPFW forward
   - Take action to understand and align programming with regional needs
   - Review and enhance key curricular areas experienced by many students
   - Improve the student experience from recruitment to post-graduation
I. Build an organizational culture focused on continuous improvement

It was not too long ago that IPFW experienced many consecutive years of enrollment growth, which presented few challenges demanding more from IPFW—more proactive planning, more collaboration across units, and more investment in student success. While many programs on campus have been innovating and improving along the way, others have maintained the status quo.

Today, we are operating in a different environment. Enrollment challenges, student demographic shifts, increased market competition, potential changes from the LSA Study, and changing technology are some of the forces impacting IPFW’s future. Our ability to be successful rests on our ability to quickly and appropriately respond to threats as well as opportunities. Designing a system that allows us to identify and act on these things is critical as we move forward.

The USAP Task Force recognized that in order to implement meaningful, sustainable change to achieve key outcomes—including improved student success measures and a balanced budget—the organizational culture must be reoriented toward collaboration, innovation, and assessment. IPFW should work to create a culture of continuous improvement, focusing on processes, procedures, and operations that will enhance our ability to support students and the region. This USAP process has been the first coordinated step toward creating that culture, and the momentum must continue into implementation.

The following recommendations were derived through a synthesis of unit report evaluations, campus-level review, and the combined experience of the 24 Task Force members.
Transition the USAP Task Force to an ongoing continuous improvement model

1.1 Invest in our organizational capacity to create change. Organizational excellence can only be achieved if strategies are deployed, progress is monitored, and accountability is maintained. Large institutional change projects require time, coordination, and accountability. To achieve Plan 2020, the university should realign USAP resources toward developing this capacity. Continuous improvement requires transcending traditional university silos, and therefore must remain a function of the Office of the Chancellor.

**Plan 2020 Alignment:**
- I Foster student success
- II Promote the creation, integration, and application of knowledge
- III Serve as a regional intellectual, cultural, and economic hub for global competitiveness
- IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

1.2 Improve the quality, access, and presentation of critical institutional data. While IPFW boasts multiple Centers of Excellence for data analytics, its internal institutional capacity for actionable, analytic information is severely lacking, inhibiting our ability to make data-informed decisions in a timely manner. Without good data, continuous improvement management will be undermined.

**Plan 2020 Alignment:**
- IV.A.2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics

1.3 Streamline reporting. Department chairs, deans, directors, and managers are required to complete dozens of reports throughout the course of a year, creating much frustration. Arguably, this is one of many byproducts of organizational silos. IPFW should develop a system (with re-use of content in mind) that integrates the collection of data related to assessment, employee evaluations, accreditation standards, experiential learning activities, graduate placements, and other areas. USAP submitted a Report Consolidation Project plan in 2015 that could be a foundation for this project.

**Plan 2020 Alignment:**
- IV.A.2. Establish an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics
1.4 **Understand and incorporate key tenets of successful universities.** Why are other schools expanding? Why are similar universities graduating students at higher rates? Leveraging best practice models, predictive analytics, and other tools could help IPFW identify additional creative and innovative ways to achieve the vision laid out in Plan 2020.

**Plan 2020 Alignment:**

I Foster student success
II Promote the creation, integration, and application of knowledge
III Serve as a regional intellectual, cultural, and economic hub for global competitiveness
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

**Engage and support the deans**

1.5 **Engage the deans as continuous improvement leaders.** Deans should develop implementation plans for the recommendations impacting their colleges. Every dean should be provided with a dashboard that outlines the university’s short-term Plan 2020 performance metric goals related to enrollment, retention, etc., with targets that each college must try to meet. The organizational culture needs to shift from one where the deans are only responsible for their individual, under-resourced silos, to a culture where they collectively direct campus resources to improve student success.

**Plan 2020 Alignment:**

IV.B.2. Decentralize resource distribution and control to lowest level, mission-focused administrative units

1.6 **Provide the necessary resources to excel.** To excel, deans and their colleges must have increased access to—and dedicated support for—marketing, IT, communications, admissions, advising, retention resources, data analytics, and advancement. Later in this report, embedded service models are explored that would equip each college with a support team so that they are better resourced to succeed.

**Plan 2020 Alignment:**

I Foster student success
II Promote the creation, integration and application of knowledge
III Serve as a regional intellectual, cultural, and economic hub for global competitiveness
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization
Enhance and clarify performance expectations of all IPFW employees

1.7 Adopt best practices related to “living the organizational mission.” The Taskforce examined a number of ideas on how to improve our organizational capacity at IPFW, including: 1) Emphasize the importance of how IPFW on-boards new employees and how the mission and vision of IPFW is promoted within the campus community. We encourage those charged with acclimating new employees to provide appropriate training and development, ensuring all new faculty and staff are familiar with IPFW’s strategic priorities. Providing new employees with information about policies, procedures, and processes can positively impact employee engagement and when used effectively, will help drive our progress on strategic priorities. 2) Support and reward strong leadership at IPFW. The IPFW Leadership Academy was implemented as a result of USAP’s Year-One recommendations. Incorporate the Leadership Principles identified by this group into our culture by establishing an expectation that all IPFW leaders demonstrate and are accountable for the ideas they embody. 3) Create a culture of communication and collaboration by recognizing and rewarding collaboration between academic units, university departments, and community partners. Identify opportunities to enhance communication and authentic collaboration with Purdue University, Indiana University, and the community.

**Plan 2020 Alignment:**
I Foster student success
II Promote the creation, integration, and application of knowledge
III Serve as a regional intellectual, cultural, and economic hub for global competitiveness
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization
II. Cost savings and efficiencies

The uncomfortable fiscal reality is that the university can no longer afford to be what it has become, and after four years of cost-cutting and trimming, more substantial measures are necessary to set the campus on a new path. It is the sincere hope of the Task Force that the following recommendations will enable the campus to move away from a culture of fear over future cuts to a culture of increased stability, allowing the campus to focus on fulfilling its mission as a metropolitan university.

The overarching goal of the following recommendations is to resource programs and services in a sustainable manner. We must also foster a culture of continuous improvement, and empower individuals to identify and eliminate inefficiencies. The entire IPFW community must become good stewards of its resources.

Evaluate academic program efficiencies

2.1 Create academic program viability standards. The USAP Task Force recommends that the VCAA and deans create viability standards by reviewing our academic portfolio to ensure it is focused on mission, sustainability, market relevance, and viability of programs moving forward. A draft of these standards should be available for campus review and input by August 2016. The final standards should be in place by the middle of the fall 2016 semester.

Plan 2020 Alignment:
IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation

2.2 Use viability standards to assess programs for closure, restructuring, and investment. IPFW boasts about having more than 200 academic programs, yet it is clear from reading the USAP reports that many existing programs are under-resourced. Furthermore, regional needs and changes to the area’s economy suggest that IPFW should consider establishing new academic programs. It is unlikely that, given the competition for state funding, that IPFW will ever have the budgetary resources to adequately staff and maintain all of these existing programs, and invest in new ones.

Given the fact that the academic metrics developed last fall were based on departments, and not individual degree programs, the Task Force lacked historical data to make recommendations regarding specific academic program closures. However, there is an urgent need for the university to deploy viability standards for academic programs, with the aim of reducing the number of programs, and increasing resources to grow and maintain those programs that remain. Viability standards should not be the sole measure for
those programs that remain. Viability standards should not be the sole measure for determining whether or not a program should be discontinued. Such decisions should consider many factors, including alignment with mission and regional needs, costs of delivery, and the presence or lack of competing programs in the region.

Although assessing program viability should be a recurring process, the first list of programs for closure or restructuring should be completed by December of 2016 by the VCAA and deans.

**Plan 2020 Alignment:**
IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation

2.3 Restructure academic departments. Tasked with identifying areas for cost savings and efficiencies, and after a review of all of the data outlined in the Methodology section of this report, it is recommended that the following academic departments be restructured in order to reduce costs. This recommendation was made based on current enrollment trends, number of degrees awarded, and demand and is no way intended to indicate these departments are unworthy of support.

- Anthropology
- Economics (consolidate two programs)
- Fine Arts (in progress)
- Geosciences
- History
- International Language and Culture Studies
- Master of Business Administration (consolidate two programs)
- Philosophy
- Physics
- Political Science
- Sociology
- Visual Communication and Design (in progress)
- Women's Studies

In order to restructure academic departments, other departments on campus may be included to create logical and effective clusters of academic programming.

Restructuring should not simply combine together degree programs that lack viability; therefore, planning for departmental restructuring should be done in parallel with analyses of program viability.

When possible, this should be seen as an opportunity to reinvent our program offerings to better align with regional needs and create interdisciplinary models of education.
Using appropriate roles and responsibilities, the VCAA should lead a process that includes deans, chairs, faculty, and the IPFW Senate and that produces an implementation plan by the end of the spring 2017 semester.

**Plan 2020 Alignment:**
IV.B.1. Resource allocation prioritization informed by performance metrics
IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

### 2.4 Explore and implement options for more efficient use of faculty and chair resources, where appropriate.

There is much diversity at IPFW regarding expertise, research interest, and departmental operating structure. We encourage that the administration and the IPFW Faculty Senate work together to allow flexibility in practice and policy in the application of faculty and chair time. One example may be to allow a pathway for promotion and tenure for teaching without research (the 4/4 option available to tenured faculty). This should not become a mandated standard, but an option for faculty whose talents and career interest focus on pedagogy and teaching. It should also be noted that Plan 2020 calls for increased student participation in research, which is faculty time-intensive, but highly impactful for student success. Any use of teaching-only options must be balanced with the needs of the students, faculty members, and the university’s mission to engage students in research inquiry. Determining the right mix of faculty (tenure-track with and without research releases, clinical, continuing lecturers, and limited term lecturers) as well as the proper workload and governance rights and responsibilities of those faculty is critical to the successful implementation of Plan 2020.

**Plan 2020 Alignment:**
IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions

### 2.5 Optimize enrollment of course sections.

IPFW must strive to course scheduling efficiencies. Possibilities could include increasing class sizes where justifiable, combining sections with low enrollment, examining section enrollment caps, and mapping out demand for upper level courses based on student needs for completion.

**Plan 2020 Alignment:**
IV.B. Process Goals: Efficiency
2.6 **Study course completion rates.** Target courses with high DFW rates for course redesign and supplemental instruction to increase the number of students who successfully complete a course the first time, which reduces the number of seats that need to be offered while also reducing time-to-degree and student attrition.

**Plan 2020 Alignment:**
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

2.7 **Evaluate Centers of Excellence and identify closures, realignment, and revenue-generating opportunities.** As outlined in the 2003 charter for Centers, evaluations of each of these units should consider its alignment to current faculty expertise, its cost to the university, its contribution to the university’s $1 million Technical Assistance Agreement metric in Plan 2020, the degree to which it facilitates multidisciplinary collaboration, and the experiential learning opportunities it offers for students. Alignment with regional needs should also be considered.

Additionally, some campus activities (labs, for example) may operate like a Center without the designation. Clarify the role these units have in achieving the research and community outreach goals of Plan 2020.

The administration should prioritize those resources presently dedicated to Centers of Excellence to maximize their revenue generation and increase their self-sufficiency.

**Plan 2020 Alignment:**
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.1. Resource allocation prioritization informed by performance metrics
IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation
IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions
Evaluate administrative and auxiliary service efficiencies

2.8 **Reduce administrative positions.** Rethink the IPFW management structure, particularly the number of positions in all divisions, and how each plays a unique and necessary role in the success of Plan 2020. This should not be seen as a simple reshuffling of position titles and tasks, but a review of the work that needs to be done and the appropriate level of oversight or title necessary.

*Plan 2020 Alignment:*
IV.B. Process Goals: Efficiency

2.9 **Transition to an embedded service model.** Academic units and the students they serve should be the focus of our campus, yet many important service functions are solely focused at the university level. IPFW should invest in the model we use for business managers, which would allow for consistent application of policy, standards, and best practices; but embed them in (or assign them to) the unit(s) they serve so they can meet the individualized needs of academic units. Examples of campus services to embed in colleges include: marketing, IT, communications, admissions, advising, retention resources, career services, data analytics, and advancement. Design newly combined support units with the input of deans and faculty to establish creative collaborations. Define their performance standards, resource them appropriately, and then review performance in a prescribed period of time. Repurpose support personnel to other units to utilize their valuable skill sets.

*Plan 2020 Alignment:*
IV.B.2. Decentralize resource distribution and control to lowest level, mission-focused administrative units

2.10 **Create and deploy campus sustainability measures.** Partner with utility providers to explore rebate programs to replace lighting with LEDs. Schedule summer courses in as few buildings as possible to conserve on cooling costs to portions of buildings. Create paperless processes and eliminate paper processes when a digital counterpart exists, including usage of the online campus calendar and elimination of mailbox fliers.

*Plan 2020 Alignment:*
IV.B. Process Goals: Efficiency
2.11 Determine the campus community’s acceptable level of investment in Athletics. Over the past two years, changes have been made to clarify and make transparent the amount of institutional support to Athletics. When identifying opportunities for cost savings and efficiencies with mission-critical academic areas, we must do the same with other areas throughout the institution. Currently, the entire Athletics budget across all funds is approximately $8 million, of which approximately $5 million in institutional support is from the General Fund. Athletes represent some of our most high-achieving students, and in order to function well in NCAA Division I sports Athletics indicates they require additional investment. To assist in reducing the ongoing campus debate over Division I, or Division II, or no Athletics program at all, the campus administration must 1) clearly articulate the funding level at which Athletics is valued, 2) if there is a goal to increase or decrease this proportion, it should be made public to the campus community, 3) the administration should prioritize the resources presently dedicated to Athletics to maximize its revenue generation, and 4) Athletics should distribute an annual report to all faculty and staff, similar to other universities, highlighting academic performance, compliance, development activities, team highlights, and information related to cost and revenue. This will ensure the entire campus community is aware of Athletics’ contribution, as well as costs, to the university.

NOTE: In 2015, in response to a 2014 request by the University Resources Policy Committee, a major study of IPFW Athletics was conducted by Alden & Associates, which is available on Vibe. It identified a number of challenges, as well as the associated costs and savings, if IPFW were to move from Division I to Division II athletics. That report recommended that IPFW maintain Division I athletics, noting that obstacles such as exit fees for leaving a conference and initiation fees when moving to a new conference could be greater than any cost savings coming from moving to Division II. In fact, in its financial analysis, the consultants found that the university would lose nearly $2 million in revenue during the transition. However, given the fact that significant university funds are spent on athletics, the Task Force believes the university should continue to closely study this issue.

Plan 2020 Alignment:
IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions
2.12 **Adopt policies to maximize revenue in student housing.** The USAP Task Force understands that IPFW Student Housing is currently at 70–75% occupancy and is not only an unnecessary burden on the finances of IPFW, but a missed opportunity related to retention and student success. Possible policy solutions could include requiring out-of-town freshmen or students receiving scholarships live in campus housing, review of summer conference rental programs, or even converting a housing building into an elder living facility. Prioritizing the resources presently dedicated to student housing to maximize its revenue generation, increase its self-sufficiency, and identify accountability and timelines will help solve this complex issue.

**Plan 2020 Alignment:**
I Foster student success
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization
III. Invest to generate revenue

Investing resources in areas that are associated with the real potential to increase student success or to generate revenue for the institution just makes sense. Not doing so indicates missed opportunities to fulfill our mission. USAP reports identified the need for 141 positions and over $15 million in both recurring and nonrecurring dollars to accomplish goals. No amount of cost savings, reductions, or reassignment would cover all the need that has been expressed by the units within the university. If IPFW is to thrive we must address the need for generating additional revenue. As an institution 60% dependent on tuition dollars, we must focus on student success and improving persistence and graduation rates. Additionally, enhancing our programming to respond to student and regional needs will continue to make IPFW competitive in the region and better align us with regional partners.

Invest in retention and student success

3.1 Develop a university-wide strategic enrollment plan that integrates the university’s programs, practices, policies, and planning related to Strategic Enrollment Management (SEM). IPFW should work to make student recruitment, retention, and graduation core academic foci, and to create an understanding that student success is a shared responsibility of all IPFW administrators, faculty, and staff. IPFW does not currently have a widely understood SEM plan to manage enrollment in alignment with its strategic and academic plans, nor do we have an integrated system to manage enrollment from prospect to graduation that is shared and known across campus. In addition, many systems related to enrollment management are not up-to-date technologically. Finally, the lack of clear processes for coordinating, assessing, planning, or intervening as a campus to improve student retention and success is limiting IPFW’s ability to achieve Plan 2020 goals in this area.

Plan 2020 Alignment:
I.O.1a. 30% graduation rate in six years
I.O.1b. 1,600 baccalaureate degrees awarded annually
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement
IV.O.1a. Constant enrollment of 9,000 undergraduate and 1,000 graduate degree-seeking students
3.2 Create and implement an advising strategy that supports student persistence and success while increasing graduation rates. According to a recent survey of higher education experts by *The Chronicle of Higher Education*, “in getting more students to complete their degrees, the use of highly structured curricula and proactive advising systems holds more promise than performance pay, free tuition for the first two years of college, or expanding credit for off-campus coursework.” This fact is well-known by professional advisors across campus and is identified as a key component in student success. Resources should be invested to improve the overall advising process in order to create a consistent advising experience across the university. Faculty should participate in the advising process to develop rapport and student connection to the department. The withdrawal process implemented in fall 2015 and remedial courses associated with probation status show promise and should be considered for all undergraduate students.

**Plan 2020 Alignment:**
- I.O.1a. 30% graduation rate in six years
- I.O.1b. 1,600 baccalaureate degrees awarded annually
- I.B.4. Expand use of high-impact instructional and advising interventions

3.3 Become a key partner in advancing Northeast Indiana’s Big Goal by creating and implementing a comprehensive recruiting strategy that involves the appropriate departments and people. IPFW should identify with and clearly articulate its vital role in advancing and achieving Northeast Indiana’s Big Goal, particularly as it relates to postsecondary persistence and completion, with a strategy that includes admissions, marketing, deans, faculty, advisors, and others who should be engaged with potential students. IPFW should explore partnering faculty with recruiters to ensure students are aware of and placed in appropriate majors. We should also focus recruiting efforts on specific student populations with particularly strong potential for growth here, including under-recruited second-tier students, international students, and graduate students. We also need to continue to expand our outreach to Michigan and Ohio.

**Plan 2020 Alignment:**
- I.O.1a. 30% graduation rate in six years
- I.O.1b. 1,600 baccalaureate degrees awarded annually
- IV.O.1a. Constant enrollment of 9,000 undergraduate and 1,000 graduate degree-seeking students
3.4 **Invest in the Enrollment Services Center (“Mastodon Hub”).** This center, already being planned by the Registrar and Financial Aid offices, supports a strategic enrollment management plan to integrate programs, policies, and planning functions associated with student services. It will offer “one-stop” access for students managing their business needs at the university. We recommend the Bursar’s office also be integrated into the center, offering pay stations and cross-training to service representatives who staff the center. This center is promising, but the Task Force is concerned that the number of support services in the present model is too limited.

**Plan 2020 Alignment:**
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement
Invest in new and expanded programs

3.5 **Invest in Health Science and Engineering programs.** Given that manufacturing and health care are northeast Indiana’s top employers and the fact that IPFW has an existing reputation for excellence in engineering and allied health services, the Task Force recommends additional investments in these academic areas. Of specific interest to the Task Force is how IPFW can better align with and serve the workforce needs of our metropolitan region. Several departments have goals associated with the development of new and expanded programs in areas identified with strong regional demand and these should be explored for feasibility. Other programs are already experiencing enrollment growth in addition to projected demand, and as a result the Task Force recommends investing in them:

- Human Services
- Manufacturing and Construction Engineering Technology
- Nursing
- Biochemistry program in the Chemistry department, specifically to support health sciences

Through the Employment Outlook report created for USAP, the university made the first step toward understanding the opportunities that exist for new and expanded programming based on regional needs. Academic Affairs should include regional demand forecasting in academic planning efforts in order to identify programs of high need.

**Plan 2020 Alignment**
I.C.8. Respond to regional demand with appropriate post-baccalaureate credentials
I.E.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions
I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects
I.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond

3.6 **Enhance program and service delivery to include more options for online and accelerated learning.** Regional and national trends for innovative delivery models indicate that IPFW should identify needs of current and potential students for alternative delivery models.

**Plan 2020 Alignment**
I.B.5. Transform the concept of the college classroom and the delivery of education
Invest so units can excel

3.7 Develop and implement a strategy for increasing endowments, sponsorships, student scholarships, and fundraising at all levels by providing appropriate resources to Advancement, making it a university-wide strategic priority. All areas of Advancement—Development, Marketing Communications, College TV, and Alumni Relations—play a critical role in IPFW’s future. Providing them with tools and resources necessary to generate revenue on behalf of IPFW is a priority. The return on investment should be seen through improved university visibility, enrollment yield, and fundraising efforts as outlined in Plan 2020. Development support and services should be embedded in colleges as part of an embedded service model.

**Plan 2020 Alignment**

IV.C.1. Build infrastructure to support advancement goals and functions
IV.C.2. Implement a strategy for sustainable external funding of strategic priorities
IV.C.3. Enhance volunteer engagement in support of strategic goals and fundraising

3.8 Develop and implement a university-wide strategic marketing plan that includes modernizing ipfw.edu. To create sustainable, coordinated, and measurable outcomes we need to better understand marketplace conditions, target audiences, and the competitive landscape, which are critical components to crafting and presenting compelling messages. Communicating key messages that highlight the student experience, alumni successes, and faculty achievements must be presented consistently across all university communication channels, including ipfw.edu, social media, email (for students, faculty, and staff), advertising, print, College TV, telephone on-hold messages, and campus signs and grounds.

Furthermore, integrating and coordinating brand, enrollment management, advancement, university relations, and community engagement with academic support should be established. Marketing support and services should be embedded in each college as part of an embedded service model and should encompass a transparent process for prioritizing projects to ensure resources are being dedicated to high-priority endeavors.

**Plan 2020 Alignment:**

I Foster student success
II Promote the creation, integration, and application of knowledge
III Serve as a regional intellectual, cultural, and economic hub for global competitiveness
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization
3.9 **Invest in Helmke Library.** As expenses for library resources continue to rise, the library should be prioritized to provide the necessary resources, technology, and learning spaces for all students and faculty to excel.

**Plan 2020 Alignment:**
I.B. Increase student engagement

3.10 **Invest in the technology needed to enhance student learning, increase the quality of instruction, improve business processes, and remain current with student expectations.**
Analyzing where improvements can be made in our implementation or use of technology and prioritizing those changes will enhance our internal processes and support of students. Information Technology Services (ITS) should be embedded in each college as part of an embedded service model and should encompass a transparent process for prioritizing projects to ensure resources are being dedicated to high-priority endeavors.

**Plan 2020 Alignment:**
I.B.5. Transform the concept of the college classroom and the delivery of education.
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

3.11 **Improve the physical appearance of campus grounds.** Beautifying the IPFW campus can become a powerful marketing tool by enhancing first impressions by new and potential students. Additionally, it supports the well-being of staff and faculty by encouraging time spent outside. Many faculty and staff have noticed a negative change regarding the beauty of our campus over recent years. We encourage the use of student workers and reprioritization of existing funds to restore the campus’ tradition of being a beautiful and peaceful place to work and study.

**Plan 2020 Alignment:**
I Foster student success
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization
3.12 **Laboratory and equipment budgets must be provided to academic units that teach laboratory and studio classes.** In order to stay current and meet the needs of today’s students, departments must have budgeted plans for maintaining and replacing equipment. Multiple units provided specific requests for laboratory and equipment upgrades; therefore, a process for requesting, prioritizing, and budgeting equipment and laboratory needs must be established. Capital investment accounts that allow units to save money over time for planned replacements, or a prioritization and selection process similar to how faculty lines are now distributed, may be possible solutions. Specific departments the Task Force recommends investment for laboratory or equipment include:

- Civil and Mechanical Engineering
- Dental Assisting, Hygiene, and Lab Tech
- Electrical and Computer Engineering
- Medical Imaging and Radiologic Sciences
- Music

**Plan 2020 Alignment:**
I Foster student success
II Promote the creation, integration, and application of knowledge
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization

3.13 **Explore revenue generating business opportunities.** The Task Force identified several specific areas where the university could increase revenue, such as: 1) **Invest resources needed to establish effective collections of late and delinquent tuition.** Every year IPFW loses several hundred thousand dollars in bad debts. Establishing the ability to reclaim some of these monies could increase revenue. In FY 2015 IPFW had more than $300K in uncollected bad debt. 2) **Explore the feasibility of charging for credit card transactions.** Unlike Purdue West Lafayette and other universities, IPFW does not charge for credit card transactions completed at the Bursar’s office. Instead the fees are covered by the general fund, which totaled over $300,000 for FY 2015. 3) **Consider opportunities for expanding the Mastodon Card partners to increase the usage of IPFW ID cards.** Currently, IPFW partners with Aramark, CVS, and Tim Hortons. Expanding to other restaurants and stores would enhance the choices students have. 4) **Develop an Amazon Associates site.** This site could be used by students, faculty, staff, and alumni whereby IPFW would make a percentage on all purchases made through the site.

**Plan 2020 Alignment:**
I Foster student success
II Promote the creation, integration, and application of knowledge
IV Create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization
Last June, acting with direction from the Indiana General Assembly, the Indiana Commission for Higher Education (ICHE) designated IPFW as a “Multisystem Metropolitan University.” In addition to the definition provided in official designation, the Coalition of Urban and Metropolitan Universities (CUMU) further clarifies how these types of universities are different from more traditional residential campuses. According to CUMU, metropolitan universities:

- Serve as anchor institutions for their metropolitan area
- Are major employers in the region
- Stimulate and nurture economic enterprises
- Build the workforce
- Enrich the cultural life of the region
- Partner with government, community organizations, public schools, and nonprofits
- Strategically address the needs of the region, provide vital services, and strengthen the regional fabric
- Draw upon the region to expand students’ learning beyond the campus itself, and enhance research opportunities for students and faculty
- Actively and reciprocally engage with the region
- Align research, teaching, and engagement with the traits and ambitions of the region
- Use their intellectual capacities to contribute significantly to metropolitan planning and development, the enhancement of social capital and social enrichment, the improvement of schools and educational outcomes, and the preparation of globally connected, action-oriented civic leaders

The USAP Task Force agrees that the CUMU list accurately describes who we are as a campus community. The big question is how IPFW can heighten its status as a Multisystem Metropolitan University to provide improved outcomes for students and the community. To that end, the Task Force supports the chancellor’s goal of enhancing and developing quality partnerships with the Fort Wayne metropolitan region, focused on teaching, research, and public service in order to build, enhance, and sustain regional quality of life.
Take action to understand and align with regional needs

4.1 Establish a baseline understanding among campus leaders of the regional economy and what our competitors are doing. Regional information must be understood by campus administration, available to students, and incorporated into continuous improvement processes. According to IPFW’s 2015 First Destination Survey of recent graduates, 83% of employed respondents are working within the northeast Indiana region. IPFW must strive to be more aligned with the region in which it serves, but in order to do so we must have better information to help us understand the region. Historically, IPFW’s Office of Institutional Research and Analysis has not had the capacity to provide strategic direction to administrators related to regional occupational demands and employment trends. Additionally, it is critical for those making strategic decisions about marketing, admissions, and programming to have a shared understanding of what competing institutions offer, the structure/delivery of programming, and how IPFW’s enrollment and graduate numbers compare. Students in northeast Indiana have a choice in higher education; how and why they “vote with their feet” must be understood by IPFW. As a Multisystem Metropolitan University with 83% of employed graduates working within the region, we must understand the region’s needs and incorporate them into ongoing strategic planning processes.

**Plan 2020 Alignment:**
I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs
I.C.8. Respond to regional demand with appropriate post-baccalaureate credentials.
III.E. Provide leadership in regional economic development
III.O.2a. Triple the number and increased value of technical assistance agreement-like contracts and consultations with regional business and industry to $1 million annually

4.2 Fully leverage Community Advisory Boards. IPFW’s Community Council plays an important role in forming and guiding IPFW strategies. In addition to this high-level board, many programs on campus are required to have discipline-specific Community Advisory Boards for accreditation purposes. Too often, these boards serve to “check a box.” To fully realize the potential of these relationships, meetings must be populated with leaders who reflect the strategic interests and opportunities throughout the region and demonstrate a willingness to partner with IPFW leaders who are charged with making programming and investment decisions.

**Plan 2020 Alignment:**
I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs
IV.C.4. Enhance volunteer engagement in support of strategic goals and fundraising
4.3 Incentivize and invest in bold research initiatives. Regional economic development efforts are focused around seven targeted industries based on existing industry activity, opportunities for growth, and promotion of economic diversification. IPFW should consider research initiatives that could further define its reputation for excellence and support the advancement of industry and innovation in northeast Indiana, engaging students as much as possible. To do so, we must work with the Office of Engagement to establish better ways to incentivize faculty participation in these important endeavors. Similarly, IPFW should continue to connect industry to the wealth of research and intellectual property available through Purdue and Indiana universities.

**Plan 2020 Alignment:**

II.A. Project future regional, national, and international demand for research and collaboration
II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge
II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge
III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

4.4 Promote the Campus to Community Connections (C2C) brand. According to a survey conducted last year by IPFW’s Center for Social Research, area businesses have difficulty navigating the university's complex internal structure. For example, depending on the type of internship, those placements can be coordinated through Career Services, Cooperative Education, or individual academic departments. Furthermore, there is no “go-to” resource to understand how to navigate these and other systems. Earlier this year, IPFW launched Campus to Community Connections, a single brand for business outreach of individual outward-facing IPFW departments including Career Services, the Community Research Institute, Cooperative Education, Continuing Studies, and the Office of Engagement. IPFW should continue to promote this brand and proactively engage with employers and community leaders. Expanding our community research offerings through the formation of expert, interdisciplinary research teams—working in partnership with our local leadership and government to inform and identify areas of need and promise for the betterment of our region—will enhance our reputation in the state and solidify our identity as a metropolitan university.

**Plan 2020 Alignment:**

II.A. Project future regional, national, and international demand for research and collaboration
III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners
4.5 Create closer partnerships with Pre-K–12 schools in the region. Opportunities should be explored to create initiatives that support the school districts and Pre-K–12 students throughout our region. This is not the sole responsibility of the teacher education programs, but the campus as a whole. Expanding our website as a regional resource and hosting more educational events sponsored by departments across campus would bring prospective IPFW students from upper elementary, middle and high schools to campus. This opportunity would allow us to expand our current hosting of “outreach” STEAM (Science, Technology, Engineering, and Mathematics with A added for the Arts) events and would promote IPFW.

Plan 2020 Alignment:
III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

Review and enhance key curricular areas experienced by many students

4.6 Review the General Studies program. By a significant margin, General Studies is the largest degree-granting unit on campus. As it is IPFW’s largest degree program, it is essential that the university take steps to ensure this program is effectively serving our students and the community. The Task Force believes there is a significant opportunity for this program to be enhanced in a manner that (1) gives it strong faculty leadership, (2) helps it become a place where innovative new degree programs (in areas such as App Development, or Video Game Scripting and Design) might be tried and tested before being resourced as full-fledged, independent degree programs, (3) makes it a center for interdisciplinary study. In fact, one idea would be to make it a full-fledged academic department, and take all interdisciplinary programs (such as a number of interdisciplinary certificates) under its umbrella.

In addition, a review of institutional practices should be conducted to assess if students are inadvertently or unintentionally being driven away from other majors. For example, are there prerequisites or gateway courses that block students from entering certain majors?

Plan 2020 Alignment:
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 I.C.1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs 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
4.7 **Review General Education (GE).** Many campuses are struggling with GE programs that lack focus and are bloated with classes. In the rapid change of the IPFW GE program in response to the Indiana Commission on Higher Education mandates, the Task Force is concerned that the GE program has become too diverse, lacks curricular consistency, and wastes considerable instructional resources. Specific efforts should be made to improve educational practices that increase student success in core courses, such as math, science, and English. Similar to the focus in Freshman Engineering, we should have our best instructors, with specific professional development in diversified instructional practices, teaching these first- and second-year courses. We also encourage the purposeful study and experimentation of where to best implement large lecture classes, an instructional model that may diminish student success in certain disciplines.

**Plan 2020 Alignment:**
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
I.C.1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs
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

**Improve the student experience from recruitment to post-graduation**

4.8 **Redesign student support and services at the university level by integrating Student Affairs into Academic Affairs.** Dedicated to student success, professionals in the Student Affairs Division have created and delivered excellent programs that serve and support students in a variety of ways in addition to coordinating meaningful events and activities through Student Life. The work being done in Student Affairs is essential to our students and critically important to our mission, yet it appears that efforts to improve retention without direct alignment with academics has accomplished very little. We recommend that radical changes to advising and student support services be made. Our current system includes multiple programs and services focused on student success, creating an inconsistent experience for students. Many IPFW colleges have created their own “Student Success Centers,” in some cases duplicating or overlapping the services and support also provided through Student Affairs. Using a system design approach to identify student needs and requirements will create positive student impacts by focusing on best practices embedded in each college that are delivered with clear performance standards, ensuring a consistent and smooth experience for students throughout the university. Giving the deans and faculty more resources to monitor individual student performance using MyBlueprint and intervening early in the academic careers of failing students may be a better use of university resources,
particularly if colleges are given specific retention goals and deans and chairs are held accountable for making progress towards achieving such goals.

This redesign must not be a simple movement of the present structure of the administrative unit of Student Affairs into the administrative unit of Academic Affairs, but should be seen as an opportunity to design an integrated student support system from the ground up—a system that increases the ability of our diverse students to achieve their educational goals.

**Plan 2020 Alignment:**
I Foster student success  
I.B.4. Expand use of high-impact instructional and advising interventions  
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement

4.9 As a metropolitan university, distinguish IPFW as a leader in experiential learning through internships, cooperative, and immersion experiences as well as a high placement rate upon graduation. As a campus where most of our students come from the metropolitan area and stay in the area after graduation, IPFW has an opportunity to collaborate more fully with regional employers to increase student success. Presently, many students at IPFW have the opportunity to work with area employers in programs that allow them to integrate classroom knowledge with on-the-job experience. However, the present campus system lacks integration for both students and employers. For example, while a few academic programs on campus use the Academic Internships and Cooperative Education administrative unit, others have programs embedded in their departments and colleges. This leads to a complex network of offices for area employers to navigate when providing opportunities for our students. Therefore, the Task Force recommends 1) the administrative unit of Career Services and the administrative unit of Academic Internships and Cooperative Education be restructured and integrated. 2) Targeted efforts should be made in Academic Affairs to improve our engagement in internships and experiential learning.

**Plan 2020 Alignment:**
I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.
Next Steps

In order to be effective, any process of institutional reflection and critique, which the USAP process is, must lead to action. While the USAP process provides some value to the institution due to the reflective learning that occurs during the process, to achieve its goals, specific recommendations must lead to intentional action steps.

In order to operationalize this report, the following actions need to be taken:

1. This report needs to be disseminated to administrators, as well as internal and external stakeholders, including the IPFW Community Council. Where the report lacks clarity, or where stakeholders have questions, a clear process of communication should be established.

2. Accountability and timelines should be established so that work can begin and IPFW can feel the full value of this work in the 2016–2017 academic year.

3. Between the formal release date of this report and the start of the 2016-2017 academic year, the process of transitioning from a two-year project (USAP) to the kind of Continuous Improvement Process described in the first recommendation area—“Build an organizational culture focused on continuous improvement”—must begin.