University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Academic Internships, Cooperative Education, and Service Learning
Part I

1. What does your unit do and how does it support the mission of the university?

Everything we do in OACS (with primary programs being Cooperative Education (Co-op) and Service Learning) drives the intellectual, social, economic and cultural advancement of our students and NE Indiana.

The mission of the Co-op program is to offer high-quality, academically-enhancing, paid employment opportunities to Bachelor’s degree students. Co-op placement prepares them intellectually, technically, culturally, ethically, professionally, and socially for the demands and opportunities and opportunities of an increasingly changing world by applying classroom theories to real-world work experience.

IPFW defines Service Learning as a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Service Learning connects classroom education with community needs to give students hands-on experiences that deepen their understanding of course content resulting in social, economic and cultural advancement.

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<th>RUBRIC</th>
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<tr>
<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
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<tr>
<td>The unit did not provide evidence of their support of the mission statement.</td>
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<td>The unit provided some indicator of how it supports the mission statement.</td>
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<td>The unit specifically explained how it supports the mission statement and provided examples.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
2. Please list significant accomplishments from the last fiscal year not included in your goals.

Accomplishments during the previous calendar year include appointment as Chair of OrthoWorx Human Resources Council, completion of third year of IPFW Service Learning Faculty Fellows Program, acquisition of new equipment to improve office efficiency, Service Learning Showcase with Facing Project keynote speakers, nineteen new co-op employers since report of November 2014, and completion of second Alternative Spring Break program in collaboration with United Way and Ivy Tech.

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<td>To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals)</td>
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<tr>
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3. What program-specific accreditations or federal & state laws impact what you do?


Failure to comply with these laws may result in criminal and/or civil penalties against the university and/or individual employees.
### RUBRIC

| **To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?** | **The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.** | **The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.** | **The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.** |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

| **To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?** | **The unit did not address this question.** | **The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact.** | **The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact.** |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

4. Please provide the performance metrics identified for your unit and the associated data. (Note: Include the time period the data represent.) Upon review, are there any data you wish to comment on or contextualize?

- number of students placed in co-ops/interns
- number of on-campus, international internships (beginning 16-17)
- number of new co-op/internship employers or new positions with existing company participants
- number of people reached via events
- number of co-op sponsored events
- number of people reached through recruitment efforts

5. Do you wish to provide any response to last year’s task force comments?

No.

6. Please list the names of the authors of this USAP report.

Debra Barrick
Part II

Instructions: Report the status of goals created last year and add any new goals in order to have a minimum of three and no more than five “currently active” goals that you are working on. Currently active goals include goals from last year that you are still working on plus any new goals you are adding this year. Part 2 is pre-populated with last year’s goals along with space to report on up to five new goals. For example, if your unit had 8 goals last year, your report will come with space to report on up to 13 goals total (8 from last year + 5 potentially new goals). In the event that you have completed or eliminated last year’s goals you will add 3-5 entirely new goals, hence the space for five additional goals.

The task force determined that in the interest of aligning resources to strategic priorities, it is best to focus on 3-5 goals for each unit and that those goals should include a mix of maintenance and aspirational goals. Goals that were reported last year and are now completed or eliminated do not count in this number (although you will be asked to provide an update). We recognize that you may be required to eliminate goals from last year’s report simply to fit within the limit and it is up to units to decide which 3-5 they wish to focus and report on. Highly strategic units may very well have more than 5 goals they are working towards but the task force requests that you identify which of those are “active” for USAP-purposes. Leave any unused goals blank.

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.
Goal 1

1. Enter a unit goal:

   Increase co-op placements by 10%

2. Status of goal:

   ☒ Completed  □ Eliminated  □ Modified  □ In Process  □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   We went from 88 unduplicated placements in academic year 2013-2014 to 110 in academic year 2014-2015. This means our workload, specifically recruitment of students and employers, increased significantly. This, as well as acquiring an additional staff person, necessitated better delineation of roles and responsibilities and more structure in office operations and prioritization. Achievement of this goal has impacted Plan 2020 efforts to increase student engagement, and the development of signature programs. Cooperative education provides strong student learning outcomes, high graduation rates and strong job placement prospects, as well as enabling student engagement for the application and integration of knowledge.

   If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses  □ Priorities shifted
   □ No funding for salary & wages  □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.

   If this goal was eliminated, skip to the next goal.
5. Type of goal:

☐ Create/Develop    ☐ Eliminate/Discontinue    ☒ Improve/Enhance
☐ Increase Efficiency    ☐ Maintain    ☐ Stretch
☐ Other:  If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with.  Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?
   Click here to choose.

8. Why is this goal important to your unit, the university or both?
   Click here to enter text.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?
    Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    Click here to enter text.
### RUBRIC

| Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

   Click here to choose.

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

   Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

   Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

   Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   CUL - # of positions needed Click here to enter text.

   Benefited Select Yes/No
S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?
Click here to enter text.

| RUBRIC |
|--------------------|----------------|----------------|
| Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?
Click here to enter text.
## RUBRIC

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<th>Challenges are listed but they are not clearly stated.</th>
<th>Clearly stated challenges are included for this goal.</th>
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## TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

   Click here to choose.

   Dates:  Click here to enter text.

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## TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 2

1. Enter a unit goal:

   Collect and maintain data related to experiential education and post-graduation labor market information

2. Status of goal:

   ☒ Completed     ☐ Eliminated     ☐ Modified     ☐ In Process     ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   Click here to enter text.

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   ☐ No funding for supplies and expenses   ☐ Priorities shifted
   ☐ No funding for salary & wages          ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment

   ☒ Other: We completed part of this goal: collect and maintain experiential education data which was requested by Northeast Indiana Regional Partnership’s Big Goal Collaborative College to Career Action Team (CoCAT). Performance metrics have not been established yet for the Indiana Commission for Higher Education’s post-graduation labor market information; therefore, we have not even started to work on this project.

   **If this goal was eliminated, skip to the next goal.**
5. Type of goal:

☒ Create/Develop
☐ Eliminate/Discontinue
☐ Improve/Enhance
☐ Increase Efficiency
☐ Maintain
☐ Stretch
☐ Other: If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

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Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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<td>IV.A.2</td>
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</table>
7. Is the unit goal a high, medium or low priority?
   High

8. Why is this goal important to your unit, the university or both?
   The first part of the goal is important to our unit, the university and the region because the experiential education information CoCAT has compiled will be used in many ways: determine employer needs for internships, develop new employer relationships, project new skills and education programs needed in northeast Indiana, talent acquisition outreach, and incorporation of data into economic development strategies.

   Also, the second part of the goal is important to both our unit and the university because it is our understanding that funding will be tied to the post-graduation labor market information.

9. If continuing your goal, what progress have you made or which action steps have been completed?

   We completed the experiential education report requested by CoCAT for academic year 2014-2015, fine-tuning the process from semester to semester. We were able to collect 100% of the data for the entire academic year per CoCAT’s experiential education definition (provided below). We did nothing with the labor market data collection as performance metrics have not yet been established by Indiana Commission for Higher Education (ICHE).

10. What action(s) does your unit plan to take to support this unit goal?

    Continue collecting data for CoCAT through the life of its grant (TBD). Develop data collection process once ICHE provided information requirements.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

We will capture 100% of academic experiential education as defined by CoCAT (internships, practicums, co-op, job shadow 40+ hours, student teaching, and clinicals).

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Cover cost of attendance at CoCAT meetings and events.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.
16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   CUL - # of positions needed  
   Benefited  
   S & W — Recurring  
   Non Recurring  
   S & E — Recurring  
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   Equipment — Recurring  
   Non Recurring  
   Other: Describe:  

17. If you were to receive the additional resources outlined in question #16, how will they be used?

   Click here to enter text.

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| Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Challenges have been lack of timely response to our request for data, as well as departments not keeping their data in a concise, centralized manner. We are very persistent in data collection efforts and do not stop until we have what we need. Overall, after four semesters, departments expect our requests and have been extremely cooperative in providing this information, even to the point of changing how they track their information.

RUBRIC

| Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: This process is ongoing through the life of CoCAT’s grant. They are checking to see what that time period is.

RUBRIC

| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 3

1. Enter a unit goal:

   Facilitate Indiana Campus Compact (ICC) faculty and student grant awards to cover cost of ICC membership

2. Status of goal:

   □ Completed    □ Eliminated    ☒ Modified    □ In Process    □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   Click here to enter text.

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses   □ Priorities shifted
   □ No funding for salary & wages       □ Loss of staffing
   □ No funding for equipment / maintenance of equipment

   ☒ Other: ICC membership cost has increased from $7,000 to $10,000 with some grant amounts having been reduced.

   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:

   □ Create/Develop    □ Eliminate/Discontinue    □ Improve/Enhance
   □ Increase Efficiency    □ Maintain    □ Stretch

   ☒ Other: Need to reevaluate status of ICC membership
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

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7. Is the unit goal a high, medium or low priority?

Low

8. Why is this goal important to your unit, the university or both?

Not sure of importance given the state of service learning at IPFW, disinterest and apathy of students and the significant increase in ICC membership fees.
This goal is important to both unit and university because the IPFW vision statement foresees that our graduates will be prepared to improve the quality of life in their communities.

9. If continuing your goal, what progress have you made or which action steps have been completed?

We sent ICC funding opportunities communications to 2,608 recipients through emails and newsletters. Information was also sent across campus via one message through Inside IPFW. For academic year 2014-2015, IPFW received $6,750 in ICC grants. For academic 2015-2016, $5,450 was awarded. ICC membership costs $10,000 per academic year. Review with administration our relationship with ICC.

10. What action(s) does your unit plan to take to support this unit goal?

We plan to continue to promote these funding opportunities to students, student groups and faculty, assuming we continue to be an Indiana Campus Compact member.

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TASK FORCE COMMENTS AND/OR QUESTIONS:

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

This will be measured by tracking the number and dollar amount of ICC grants awarded to IPFW.
RUBRIC

| Are clearly stated performance measures provided for each goal? (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included.) | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Partial

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Partially; before the ICC membership increase from $7,000 to $10,000, we were only short $250.00.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

We can accomplish dissemination of information about grants through emails and promotional materials as well as attendance at ICC events.
16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

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<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>Description</th>
<th>Recurring</th>
<th>Yes/No</th>
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<tr>
<td>Benefited</td>
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<tr>
<th>S &amp; W — Recurring</th>
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<td>Non Recurring</td>
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<th>S &amp; E — Recurring</th>
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<tbody>
<tr>
<td>Non Recurring</td>
<td>Yes/No</td>
<td>$*: Click here to enter amount.</td>
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<tbody>
<tr>
<td>Non Recurring</td>
<td>Yes/No</td>
<td>$*: Click here to enter amount.</td>
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</table>

Other: Describe: We should be able to cover $5,000 of ICC membership through grants but $5,000 needs to come from other sources.

<table>
<thead>
<tr>
<th>Other — Recurring</th>
<th>Recurring</th>
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<th>$*: 10,000</th>
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<tbody>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$*: Click here to enter amount.</td>
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</table>

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Of the additional funds, $5,000 would be applied to the ICC membership fee with remaining balance used for service learning initiatives. No monies at IPFW have ever been earmarked for service learning on a recurring basis.
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

A constraint would be if IPFW discontinues its involvement with ICC. If membership continues, we are at the mercy of faculty, students, and student groups developing projects and applying for ICC grants. If we achieve submission of grant applications, then there is a chance that ICC will not bestow awards to IPFW applicants.

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: ICC grants are awarded by academic year. Status of IPFW ICC membership should be decided prior to July 1, 2016.
<table>
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<th>RUBRIC</th>
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<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
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<tr>
<td>No time frames are included with the performance measures.</td>
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<tr>
<td>Some of the performance measures include time frames.</td>
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<tr>
<td>All performance measures include time frames.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #1

1. Enter a unit goal:

   Maintain co-op placements.

2. Status of goal:

   □ Completed    □ Eliminated    □ Modified    □ In Process    ☒ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   How can we have completed a new goal?

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses    □ Priorities shifted
   □ No funding for salary & wages    □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.

   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:

   □ Create/Develop    □ Eliminate/Discontinue    □ Improve/Enhance
   □ Increase Efficiency    ☒ Maintain    □ Stretch
   □ Other: If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<th>2nd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<tr>
<th>3rd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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</table>

7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?

Because most companies work with cooperative education to develop a pipeline for post-graduation hires, it is imperative that students complete their degree in a timely manner.
This goal is important to the university because 90.9% of co-op students who were new admits in the fall of 2008 graduated by the end of summer 2014.

From fall 2015 to spring 2016, 98.2% (56 out of 57) cooperative education students were retained.

Historical co-op data supports similar graduation and retention rates.

9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Continue efforts to recruit student and employer program participants.

| RUBRIC |
|-----------------|-----------------|-----------------|
| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Primary metrics will be the number of co-op placements during the academic year. We will also continue to collect and compile graduation and retention data for cooperative education students.
### RUBRIC

<table>
<thead>
<tr>
<th>Are clearly stated performance measures provided for each goal? (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included.)</th>
<th>The unit provided performance measures but they are not clearly stated.</th>
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<th>All performance goals are clearly stated.</th>
</tr>
</thead>
</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?
   - Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
   - Resources will be used to maintain staffing levels and annual license fee for our database which is an online enterprise management system. This database is used to manage student and employer information, as well as to generate reports.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   - Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
   - Click here to enter text.
16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed  Click here to enter text.
Benefited  Select Yes/No

S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

While emphasis is placed on numerical measurements, it should be noted that our ability to achieve placements is driven by factors outside of our control: state of the economy, willingness of companies to participate in the program and follow program guidelines, interest, availability and geographic preference of students to become involved in cooperative education, and little or no enrollment in programs requested by local employers.

| RUBRIC |
|---------------------------------|---------------------------------|---------------------------------|
| **Are clearly stated challenges identified for each goal?** (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: We collect and compile placement and student-related data on an academic year basis.

| RUBRIC |
|---------------------------------|---------------------------------|---------------------------------|
| **Are time frames included for each performance measure (metric)?** | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

1. Enter a unit goal:

   Develop an on campus experiential education program for international students; Professional Experience Program (PEP).

2. Status of goal:

   □ Completed    □ Eliminated    □ Modified    □ In Process    ☒ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   How can we have completed a new goal?

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses    □ Priorities shifted
   □ No funding for salary & wages          □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: **If ‘Other’, click here to explain.**

   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:

   ☒ Create/Develop    □ Eliminate/Discontinue    □ Improve/Enhance
   □ Increase Efficiency    □ Maintain          □ Stretch
   □ Other: **If ‘Other’, click here to explain.**
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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<tr>
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7. Is the unit goal a high, medium or low priority?

High
8. Why is this goal important to your unit, the university or both?

This goal is important to our office because international students apply for co-op services but are often not placed due to employers being unable or unwilling to hire them. This goal is important to the university because the proposed program (PEP) will expand support for international students, providing them with work experience in their field, as well as, academic credit. We hope that PEP will also become a signature program that will help attract and recruit international students to IPFW.

9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Program development will include determining program guidelines for both students and sites, recruitment of student and site participants, and course creation. We will also work closely with the Office of International Education (OIE) to maintain compliance with Department of Homeland Security requirements.

| RUBRIC |
|------------------|------------------|------------------|------------------|
| **Do the unit goals align with the University's goals?** | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

The metric will be the number of international students placed in PEP, with a goal of ten placements in academic year 2016-2017.
RUBRIC

| Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

   Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

   Resources will be used to maintain staffing levels, development of marketing materials, and cost of database license.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

   Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

   Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   CUL - # of positions needed  Click here to enter text.

   Benefited  Select Yes/No
17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

| RUBRIC |
|----------------------|----------------------|----------------------|
| Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Challenges could be difficulty in recruiting student and campus partners, majors or student applicants not matching needs of participating sites. The OIE is anticipating
more restrictions from the Department of Homeland Security related to placement of international students.

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<th>RUBRIC</th>
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<tr>
<td>Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</td>
</tr>
</tbody>
</table>

| | Challenges are not included in the unit’s report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Goal is to have PEP offered beginning fall 2016 semester.

<table>
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<th>RUBRIC</th>
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<tr>
<td>Are time frames included for each performance measure (metric)?</td>
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| | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #3

1. Enter a unit goal:

   Serve in roles related to community engagement and economic development initiatives: OrthoWorx, chair of the Human Resources Council; Northeast Indiana Regional Partnership Big Goal Collaborative, member of College to Career Action Team; Indiana Campus Compact (ICC) Advisory Council and IPFW ICC Liaison.

2. Status of goal:

   - Completed
   - Eliminated
   - Modified
   - In Process
   - New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   How can we have completed a new goal?

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   - No funding for supplies and expenses
   - Priorities shifted
   - No funding for salary & wages
   - Loss of staffing
   - No funding for equipment / maintenance of equipment
   - Other: If ‘Other’, click here to explain.

   **If this goal was eliminated, skip to the next goal.**
5. Type of goal:

☐ Create/Develop       ☐ Eliminate/Discontinue       ☐ Improve/Enhance
☐ Increase Efficiency   ☐ Maintain                           ☒ Stretch
☐ Other: If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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<td>2nd Plan 2020 Goal</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
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<td>III.E - Regional economic development</td>
<td>Choose an item.</td>
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</table>
7. Is the unit goal a high, medium or low priority?
   Medium

8. Why is this goal important to your unit, the university or both?
   Actually, this goal is not that important to our unit because this service often results in extra work outside our normal duties, plus causing considerable out-of-office time for the unit director. However, it is important for the university to have an IPFW presence at related meetings and conferences and involvement in these initiatives.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Although this is a new goal, it is considered to be a stretch goal. The unit director has been involved with OrthoWorx and CoCAT during the past year. However, the outcome of this involvement has been increased knowledge and awareness of these initiatives which should result in more impactful participation and contribution. The role of ICC advisory council member is new beginning in summer 2016.

10. What action(s) does your unit plan to take to support this unit goal?
    Attend events (meetings, workshops, and conferences) offered by CoCAT, OrthoWorx and ICC. Gather and submit all requested data. Disseminate information related to initiatives to appropriate campus entities.

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<thead>
<tr>
<th>RUBRIC</th>
<th>Goal does not align with the University's goals.</th>
<th>The goal is somewhat aligned with the University's goals.</th>
<th>The goal is clearly aligned with the University's goals.</th>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    Number of CoCAT, ICC and OrthoWorx events attended with goal of 100%.
## RUBRIC

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## TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Maintain staffing levels, cover costs associated with attendance at events, create promotional and informational communication materials.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

- **CUL - # of positions needed**
  Click here to enter text.
  - **Benefited**
  Select Yes/No
S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.
Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

A constraint will be availability of funding for ICC, OrthoWorx and CoCAT, since these entities are grant funded. Another factor is as the amount of time and money IPFW
decides to commit to these initiatives. It does not seem that anyone at IPFW is assessing our involvement with these groups since the disbanding of Research, Engagement and Sponsored Programs (RESP).

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| TASK FORCE COMMENTS AND/OR QUESTIONS: |

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Appointment to ICC advisory council is through June 2018 beginning summer 2016. ICC liaison is designated by the Chancellor on an annual basis for the upcoming academic year. Current term is for academic year 2015-2016. Involvement with OrthoWorx and CoCAT will be based on the life of their funding.

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<td>Are time frames included for each performance measure (metric)?</td>
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</table>

| TASK FORCE COMMENTS AND/OR QUESTIONS: |
New Goals for 2015-2016 - #4

1. Enter a unit goal:
   
   Click here to enter text.

2. Status of goal:
   
   □ Completed    □ Eliminated    □ Modified    □ In Process    □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   
   Click here to enter text.
   
   If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:
   
   □ No funding for supplies and expenses    □ Priorities shifted
   □ No funding for salary & wages    □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.
   
   If this goal was eliminated, skip to the next goal.

5. Type of goal:
   
   □ Create/Develop    □ Eliminate/Discontinue    □ Improve/Enhance
   □ Increase Efficiency    □ Maintain    □ Stretch
   □ Other: If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal IA.1 or IA.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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<tr>
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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

   Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

    Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

    Click here to enter text.

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<td>Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included.)</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

    Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed  Click here to enter text.
Benefited  Select Yes/No

S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.
17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

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<td>Challenges are not included in the unit's report.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
<td>No time frames are included with the performance measures.</td>
<td>Some of the performance measures include time frames.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

---
New Goals for 2015-2016 - #5

1. Enter a unit goal:

   Click here to enter text.

2. Status of goal:

   ☐ Completed    ☐ Eliminated    ☐ Modified    ☐ In Process    ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   Click here to enter text.

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   ☐ No funding for supplies and expenses    ☐ Priorities shifted
   ☐ No funding for salary & wages           ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment
   ☐ Other:  If ‘Other’, click here to explain.

   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:

   ☐ Create/Develop    ☐ Eliminate/Discontinue    ☐ Improve/Enhance
   ☐ Increase Efficiency    ☐ Maintain           ☐ Stretch
   ☐ Other:  If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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| Do the unit goals align with the University’s goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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RUBRIC

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19. What is your timeline for accomplishing this goal?

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