2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne

Athletics
Part I

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

IPFW Department of Intercollegiate Athletics enhances the University’s overall mission and vision demonstrated by 1) fostering student success; 2) impacting the local economy 3) emphasizing intellectual and social advancement of students; 4) providing intensive mentoring; 5) integrating life and work experiences; 6) celebrating diversity in an inclusive culture, and 7) community engagement.

Further, the Department aims to generate pride and school spirit for students, faculty, staff, donors, alumni and Fort Wayne as it strives to create a stronger University through improving the support of those stakeholders. The public relations, positive media exposure, and service provided by the Athletics Department benefit IPFW and Fort Wayne. In conjunction with its Div. I athletics program, the University’s accomplishments are communicated to the Northeast Indiana Region and beyond.

The mission of IPFW Intercollegiate Athletics (revised 11/4/2014) is to foster an environment of growth in the areas of academics, athletics, and social responsibility. IPFW coaches, staff, and student-athletes work to enhance IPFW’s reputation by reaching for academic and athletic excellence. The Mastodon Academic Performance (MAP) Center provides on-going academic advising as well as support for career and personal development. MAP’s ultimate goal is supporting the accomplishment of a higher education degree.

The IPFW Department of Intercollegiate Athletics stresses three core values: Academic Excellence, Social Responsibility and Athletic Intensity:

- **Academic Excellence.** Academic achievement is the first priority of our student-athletes.
- **Social Responsibility.** Student-athletes strive to become good citizens and better-rounded individuals by giving back to campus and our community with grass root-type of projects.
- **Athletic Intensity.** Student-athletes at IPFW have an opportunity to compete at the highest level of intercollegiate competition and are reminded to do so with good sportsmanship and the intensity of a champion as they represent themselves, their families and the University.
2. Please list significant accomplishments from the last fiscal year not included in your goals.

- (I, III, IV) 014-15 Summit League Sportsmanship Award, as voted on by Summit League membership
- (I,III, IV) Baseball’s first-ever appearance in the Summit League Championship game and a program-best 28 wins. Men’s Basketball’s 2nd appearance in post-season CIT.
- (IV) Successfully planned and executed fundraising campaign ($250,000) to dedicate and name the Gates Court to legendary coach Arnie Ball
- (IV) Sold out Homecoming event presented to campus and community

3. What program-specific accreditations or federal & state laws impact what you do?

- Title IX. - Prong I compliance. Our unit must track participation rates to meet compliance under Prong I of Title IX. This impacts recruiting strategies, squad size, and number of sports sponsored. (men’s and women’s tennis were eliminated last year and Title IX implications were reviewed and considered.)
- NCAA Div. I rules compliance. As an NCAA Div. I institution, our unit must constantly monitor and document our commitment to NCAA rules compliance and education. There are also mandates and penalty structures for NCAA rules infractions and reports. Penalties are public information and receive intense media attention. *(Nov. 2015 announcement, media coverage)*

- NCAA Div. I classification. As a Div. I member, IPFW must meet minimum scholarship requirements, sport sponsorship requirements, and commit to institutional control (commitment of time and resources of other units on campus including financial aid office, admissions office, registrar and bursar). This requires extensive reporting and assessment with respective deadlines.

- Summit League membership. Membership fosters rivalries with similar institutions and access to both Summit League and NCAA Championships. Also provides educational tools, resources. Summit League core sport regulations has financial impact while extensive reporting and assessment with respective deadlines is very time consuming.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</strong></td>
</tr>
</tbody>
</table>

**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?

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

- Why Summit League is used as standard: they are the 9 “peer” institutions we compete and measure academic and athletic performance against.
- Are all sports we currently have needed? How many sports are needed to be Div. 1? Yes, after the University eliminated men’s and women’s tennis last year, IPFW sponsors (14) the minimum required to maintain Div. I status.

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

Author: Kelley Hartley Hutton

(consulted Tim Heffron, Chris Kuznar, Wendy Wilson and coaching staff)
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:
   
   Rank at top of Summit League in academic achievement:
   Maintain a student-athlete Graduation Success Rate (GSR) of better than 82%
   Maintain a department combined Grade Point Average of over 3.00
   All teams achieve a multiyear Academic Progress Rate (APR) above 930

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?
   
   Achieved 12th straight year of better than 3.0 combined GPA and multiyear Academic Progress Rate (APR) of 930. Graduate Success Rate (GSR) was 80% (2% lower than goal). This goal will remain as annual benchmark of measuring student success and commitment to our unit’s mission. However, it has been modified to reflect reduction in student-athletes and lack of expansion of resources. The normal athletics GSR is about 20% higher than the general student body population (IPFW around 25%). Our modified goal includes a GSR of 65% - still much higher than the general student population and the GPA and Academic Progress Rate goals remain unchanged.

   **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: When men’s and women’s tennis were eliminated last year, our unit lost 18 of its best students who helped to achieve these goals. In addition, our unit has not expanded resources for academic advising, tutoring, and monitoring first generation and at-risk students.

   **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 I.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>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Plan 2020 Goal</strong></td>
<td>I.A.1</td>
<td>Choose an item.</td>
<td>III - Hub for competitiveness</td>
</tr>
<tr>
<td><strong>2nd Plan 2020 Goal</strong></td>
<td>I.B.4</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</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?

Student success is fundamental to our unit’s mission and Plan 2020. There are also required benchmarks for athletics participation. Commitment to student success helps recruit and retain new student and staff.

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

- Our unit has collected and analyzed data to re-evaluate goals. Our unit tracks metrics to measure progress.
- MAP Center has improved communication with academic units and advisors.
  - Major certification forms are returned at higher rate through registrar office.

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

- Actively recruit and retain high-achieving students classified as Chapman, Distinguished, Merit, Chancellor Merit and Doermer Scholars. Our unit continues to execute this campus initiative which has proved to attract students who earn high marks and graduate from IPFW in a timely fashion. (criteria for scholarship is changing and communication regarding those changes has been unclear and slow.)
- Ensure NCAA best practices and improve institutional control in tracking progress towards degree and evaluation of transfer credits. Initiated interaction with the Registrar and Admissions Offices to improve process and communication.
- Continue to document student-athletes meetings with athletic academic advisor and department advisor at least once per semester.
- Facilitate open communication between Faculty Athletic Representative and professors to identify issues early in semester and then steer student to appropriate campus resources.
- Continue to offer HPER class for freshman success. Adapt content to meet current students’ needs.
• Continue to set sport specific academic goals to support unit goals.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Do the unit goals align with the University's goals?</th>
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</thead>
<tbody>
<tr>
<td>Goal does not align with the University's goals.</td>
<td>The goal is somewhat aligned with the University's goals.</td>
</tr>
</tbody>
</table>

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

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

1. Annual tracking of NCAA GSR rates to meet 65% or better
2. Semester and annual tracking of GPA measurements to meet 3.0 or better
3. Annual tracking of APR scores to meet a 930 or better score

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Are clearly stated performance measures provided for each goal?</th>
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</thead>
<tbody>
<tr>
<td>The unit provided performance measures but they are not clearly stated.</td>
<td>Some of the stated performance measures are clearly stated.</td>
</tr>
</tbody>
</table>

**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?

Our unit recruits students using current institutional structure for academic scholarships which support and incentivizes coaches to recruit high-achieving students (including out-of-state and international students). Though IPFW continues to rank last (of 9 Summit League Institutions) in recruiting budgets, we have creative and motivated staff who are committed to fostering student success.
14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

NA

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

Our unit can identify and recruit strong students to IPFW. IF scholarship structure continues to be more restrictive and the resources we offer continue to fall further below what other institutions offer – we presume students might not be in inclined to select IPFW. It is increasingly difficult to attract high-achieving and academically prepared students. Our staff is learning and implementing new (and more restrictive) University scholarship structure to recruit students. Scholarship resources and criteria have changed but we can’t determine exact impact yet.

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.

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>1</th>
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<tbody>
<tr>
<td>Benefited</td>
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<table>
<thead>
<tr>
<th>S &amp; W — Recurring</th>
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<thead>
<tr>
<th>S &amp; E — Recurring</th>
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<tbody>
<tr>
<td>Non Recurring</td>
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<th>Equipment — Recurring</th>
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<tbody>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
</tr>
</tbody>
</table>

Other: Describe: Competitive Div. I scholarship/ team limits

<table>
<thead>
<tr>
<th>Other — Recurring</th>
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<th>$$: 1.2 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>No</td>
<td>$$: 0</td>
</tr>
</tbody>
</table>
17. If you were to receive the additional resources outlined in question #16, how will they be used?

- A full-time employee to work with admissions and financial aid office to provide prospective students necessary information to make a timely decision on college of choice.
- Resources to make capital improvements to the MAP center to provide adequate amount of space, tutors, and computers.
- Scholarship money (about $1.2 million) to close gap between where our unit currently stands in athletic scholarship funding (last in league) and the maximum allowable team limits.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>Are clearly stated budget plans included for each goal?</strong> (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</td>
</tr>
</tbody>
</table>

**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?

- Evaluation of IPFW academic scholarships criteria are not currently on same timetable of competitive Div. I recruiting calendar. Students looking for the best value prior to their senior year in high school, might not select IPFW because they are not certain of their scholarship status.
- Some faculty choose to not respond to grade checks and other tools our unit has in place to assist students. This information is vital to identify issues early in the semester in order to direct students to available resources to make improvement. At risk and first generation students are in particular need of this communication. They come to college unprepared to navigate and often give up when faced with adversity.
- Lack of training, experience and resources for academic departments to provide adequate advising for all IPFW students.
- Lack of a clearly defined certification protocol in which the registrar and academic department advisors evaluate all IPFW students’ progress towards degree.
- The Admissions Office has a different interpretation of application of scholarship criteria. It is more restrictive than previous application and has narrowed the field of students who can qualify for these academic scholarships.
### RUBRIC

<table>
<thead>
<tr>
<th>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.</th>
<th>Challenges are not included in the unit's report.</th>
<th>Challenges are listed but they are not clearly stated.</th>
<th>Clearly stated challenges are included for this goal.</th>
</tr>
</thead>
</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: Annual basis  July 1, 2016

### RUBRIC

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

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

1. Enter a unit goal:

   Plan and execute an annual event to raise funds for athletics scholarships (40K in fall of 2015, 45K in fall of 2016, and 50K in 2017).

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?
   - Additional scholarship resources (over $43,000 in new scholarships)
   - Larger base of donors
   - Infrastructure for future event

   **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>
</thead>
<tbody>
<tr>
<td>I.B.1</td>
<td>ILC - Community engagement</td>
<td>III.D - Non-credit enrichment</td>
<td>IV.C.1</td>
<td></td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.B.5</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>IV.C.2</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>IV.C.4</td>
</tr>
</tbody>
</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?
   Increase necessary scholarship funding to attract students to IPFW. Provide vehicle for philanthropic support.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   - Executed first event (over $43K) and exceeded first year financial goal ($40K).
   - Developed infrastructure to implement a successful event.

10. What action(s) does your unit plan to take to support this unit goal?
    Annual commitment of staff resources for event and collaboration with advancement team to maximize potential.

| 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?
    Total amount of money raised for athletics scholarships and number of participants.
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<td><strong>Are clearly stated performance measures provided for each goal?</strong> (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).</td>
<td>The unit provided performance measures but they are not clearly stated.</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?

   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?

   NA

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

   NA

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

   Our committee consisted of coaches and staff. Staff pitched in to achieve goal.

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  
   Dir. Of Athletics Development  
   Benefited  Yes
17. If you were to receive the additional resources outlined in question #16, how will they be used?

A trained director of athletics development to chair the committee and focus on corporate support to maximize potential revenue. (currently the Dir. Of Athletics chairs committee)

<table>
<thead>
<tr>
<th>S &amp; W — Recurring</th>
<th>Yes</th>
<th>$55,000</th>
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<tbody>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
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Other: Describe: Click here to enter text.

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</table>

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?

- Competition with other campus events and fundraising events.
- Staff time dedicated to planning another event and increased job duties.
19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Annual event to be held in fall semester.
Goal 3

1. Enter a unit goal:

All teams qualify for Summit League/MIVA Tournament competition and finish ranked at least in the top-half of Summit League/MIVA standings every year. (Note: sports have differing tournament formats.)
Context: Success on the court or playing field (particularly in men's or women's basketball) has proven to attract new applicants. For example, Florida Gulf Coast University and Butler University's recent success in the NCAA men's basketball tournament translated into large increases in student applications (35% and 41%). College sports also serve as a marketing vehicle through media coverage and game broadcasts which are essentially free advertising for the University. The value of that exposure was quantified for several universities after they made recent unlikely runs in the NCAA Men's Basketball Final Four. Studies assessing the impact of basketball success reported that George Mason University received an equivalent of $677 million in media exposure and Butler enjoyed $410 million in exposure.

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?

Five of 16 teams accomplished competitive goals (including men’s and women’s tennis which were eliminated).

Men’s basketball achieved 2\textsuperscript{nd} straight post-season tournament invite and baseball had its best season in school history, appearing in the Summit League Championship game for the first time ever.

\textbf{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: This goal is a stretch for most teams because they are funded in the bottom half of the Summit League in scholarships, recruiting, and salaries.

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></th>
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</thead>
<tbody>
<tr>
<td>1st Plan 2020 Goal</td>
<td>I - Foster student success</td>
<td>Choose an item.</td>
<td>III - Hub for competitiveness</td>
<td>IV - Create a stronger university</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</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?

Our industry measures athletic success based on competition against peer institutions (the Summit League, MIVA and NCAA) and evaluates commitment of resources accordingly. A successful athletics program can serve as the “front porch” to a University (particularly in men’s or women’s basketball) and has proven to attract new applicants and philanthropic support.

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

- Emphasized outcome of this goal during coaches’ annual written evaluation.
- Set sport specific competitive goals to support this unit goal.

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

- Expand scholarship and recruiting dollars to approach at least League averages in every sport.
- Upgrade facilities (locker rooms, baseball field, softball field) to compete for students with institutions in our region.
- Seek additional donors and private resources to recruit and retain the best Div. I student-athletes possible to reach this unit’s high academic and competitive goals.
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?

Track League Tournament berths for each team – “Yes or No” for each sport on annual basis. Evaluation of each team’s final regular-season League standings for “top half” performance – “Yes or No” for each sport on annual basis.

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?

   No

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?

   NA

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

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

Mastodon teams can be somewhat competitive but not successful as measured by this standard. Winning at this level requires an investment in staff, facilities, and scholarship.

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.

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>Benefited</th>
<th>Assoc. AD for External Affairs, Track &amp; CC coach,</th>
<th>S &amp; W — Recurring</th>
<th>Yes</th>
<th>$$: $90000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non Recurring</td>
<td>No</td>
<td>$$: Click here to enter amount.</td>
</tr>
<tr>
<td>S &amp; E — Recurring</td>
<td>Yes</td>
<td>$$:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Recurring</td>
<td>No</td>
<td>$$: Click here to enter amount.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment — Recurring</td>
<td>No</td>
<td>$$: Click here to enter amount.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Recurring</td>
<td>Yes</td>
<td>$$: 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other: Describe: Click here to enter text.

Other — Recurring | Yes | $\$: 500,000 |
| 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?

- Staff member for oversight and expansion of external operation and revenue
- Addition to track and cc staff
- **athletic scholarships ($500,000 – partially through fundraising efforts)
- **Expand facilities in Gates and build outdoor sports complex ($9 million – from fundraising)
**Corrected and updated since submitting.**

<table>
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<td>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.)</td>
<td></td>
<td>No budget information is provided.</td>
<td>Budget plan is included but is not clearly stated.</td>
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</table>

**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?

- Lack of trained fundraiser dedicated to athletics initiatives, developing campaigns, and cultivating donors.
- Politics on this campus and challenging economic times. There seems to be a campus mindset that does not embrace Div. I athletics – that does not change quickly.
- IPFW is currently in the bottom 15% of funding of all NCAA Div. 1 institutions.

<table>
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<td>Challenges are not included in the unit’s report.</td>
<td>Challenges are listed but they are not clearly stated.</td>
</tr>
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</table>

**Task Force Comments and/or Questions:**

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: Evaluated in June on an annual 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:**
Goal 4

1. Enter a unit goal:

Signature Program Designation for the MAP Center. Since retention, graduation, and fostering student success have all been identified as highest priority in IPFW's strategic plan, and since the MAP Center has been successful in accomplishing all of these high priority goals, a goal for the Athletic Department is to have the MAP Center, its academic support program (PASS) and its student-athlete affairs program, recognized as a Signature Program for IPFW.

Rationale: IPFW student-athletes are graduating at a rate of more than double that of the general IPFW student population. This is highly atypical, most university's graduation rates when comparing the student-athlete population to the general student population are within a few percentage points, sometimes with the general population being higher than that of the student-athletes.

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: Lack of interest from decision makers? Benefits were clearly outlined and detail provided in last year’s report. We were never contacted to explore this opportunity and expand on how the University would benefit from adopting elements of this model of student advising. Both surprising and disappointing. It will continue to be a “Signature Program” by our unit’s own definition.

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 I.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>Choose an item.</td>
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<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
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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.
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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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

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<th>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.)</th>
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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.

## RUBRIC

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<th>Challenges are listed but they are not clearly stated.</th>
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</tr>
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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.
<table>
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<tr>
<td>All performance measures include time frames.</td>
</tr>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #1

1. Enter a unit goal:

   Increase per diem structure for student-athletes. IPFW is currently last of nine institutions in the Summit League and there has been no increase in years. Administrators, faculty and staff are provided Conus rates in the range of $46-$71/day, while our student-athletes and coaches are limited to $24 a day regardless of destination. The goal is to increase per diem to at least $26/day for in-state travel and $36/day for out-of-state travel. (Which would still rank among bottom 4 of 9 peer institutions)

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 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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<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Foster student success</td>
<td>Choose an item.</td>
<td>IIL.D - Non-credit enrichment</td>
<td>IV.B - Efficiency</td>
<td></td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</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?
   Student-athlete well-being and experience is a high priority. It is not fair or ethical to provide a low standard per diem resulting in our students eating fast food while traveling to represent 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?
    Make necessary budget adjustments to achieve this standard.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Do the unit goals align with the University’s goals?</strong></td>
</tr>
</tbody>
</table>

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    - Change in department policy and implementation of increased per diem to improve student-athlete health and well-being.
    - Annual assessment of per diem resources and conus rates.
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?

   No

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.

   NA

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

   Not achievable

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  Yes  $$: 94,000
Non Recurring  Select Yes/No  $$: 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?

Increase team travel budgets to reflect new per diem increases. ($94,000 total was based on 15-16 travel schedules of all 14 sports)

| 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?

Perception?
### RUBRIC

<table>
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<tr>
<th>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.</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: Implement 16-17 fiscal year.

### RUBRIC

<table>
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<th>Time frames included for each performance measure (metric)?</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:
New Goals for 2015-2016 - #2

1. Enter a unit goal:
   Evaluate and address salary equity, competitive market value, FLSA requirements, organizational chart, and update job descriptions.

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: Respond to salary survey of peer institutions, protect University from litigation, retain staff to more efficiently serve students
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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<tbody>
<tr>
<td></td>
<td>I.D - Diversity</td>
<td>Choose an item.</td>
<td>III - Hub for competitiveness</td>
<td>IV.B - Efficiency</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</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?

It is important for our unit and the University to compete with fair market value salaries, identify and address equity concerns, update job descriptions, and be ready to respond quickly to FLSA changes. It is
also important to evaluate the current organization chart and make changes necessary for a more efficient operation to maximize revenues.

- Market value: The most recent Summit League salary survey again showed IPFW’s salaries are either at the bottom or rank in the bottom half in almost every category. This creates a challenge to retain qualified staff and attract new staff with desired experience.
- Job Descriptions: Review and update job descriptions to reflect accurate job duties and qualifications.
- Equity: Compare and group like jobs and evaluate and address equity issues.
- Organizational chart: Review department org chart and make adjustments to maximize efficiency and revenue potential in the areas of ticket sales, marketing and gifts.
- Fair Labor Standards Act (FLSA): Plan for anticipated changes and prepare to implement changes consistent with requirements.

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?

Collaborate with Human Resources to collect data and analyze information. Make recommendations to rectify equity issues and comply with FLSA standards.

| TASK FORCE COMMENTS AND/OR QUESTIONS: |

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

- Ongoing comparison to Summit League (peer institutions) salary surveys.
- Change in overall department net revenue under new organization chart to measure improvement in efficiency.
- Comply with FLSA standards.
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?

   No

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?

   Evaluation and recommendations of all areas

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   Assoc. AD for External Affairs
   Benefited   Yes
S & W — Recurring    Select Yes/No    $$: 55,000
Non Recurring    Select Yes/No    $$: 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    Yes    $$: 367,000
Non Recurring    Select Yes/No    $$: Click here to enter amount.

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

- One additional staff member.
- Address anticipated FLSA changes and equity concerns
- Aim for mid-point of the salary survey in most full-time positions

| 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?

Perception?
### 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?

3-5 years

Dates: July 1, 2016 - 2020

### 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 - #3

1. Enter a unit goal:

Satisfy all elements of NCAA probation for financial aid violation.

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 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>I - Foster student success</td>
<td>II.A - Research and collaboration</td>
<td>III.A - Collaborations and research</td>
<td>IV.B - Efficiency</td>
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<tr>
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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?

As a result of not properly monitoring athletics financial aid, IPFW was placed on two years NCAA probation from November 24, 2015, through November 23, 2017. Not satisfying
elements of probation would show lack of commitment to institutional control and could result in more stringent penalties. Elements include:

- Financial Penalty: The institution shall pay a $15,000 fine to the Association.
- During each year of the probationary period, **campus personnel responsible for administration and oversight of athletically related financial aid, including athletic compliance office personnel, assistant director of financial aid, and senior associate athletic director, shall attend NCAA Regional Rules Seminars.** (Institution imposed)
- At the conclusion of the probationary period, the **institution's president shall provide a letter to the committee affirming that the institution's current athletics policies and practices conform to all requirements of NCAA regulations.**

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?

- During this period of probation, the institution shall:
  a. Continue to **develop and implement a comprehensive educational program** on NCAA legislation to instruct coaches, the faculty athletics representative, all athletics department personnel and all institution staff members with responsibility for administration of financial aid and benefits;
  b. Submit a preliminary report to the Office of the Committees on Infractions by **January 15, 2016, setting forth a schedule for establishing this compliance and educational program**;
  c. File with the Office of the Committees on Infractions **annual compliance reports** indicating the progress made with this program by September 15 of each year during the probationary period. These reports shall **emphasize adherence to NCAA financial aid legislation and contain documentation of the institution's compliance educational efforts.** The reports must also include documentation proving fulfillment of the penalties adopted and prescribed by the panel;
  d. **Inform all prospective student-athletes in writing** that the institution is on probation for two years and detail the violations committed. If a prospective student-athlete takes an official paid visit, the information regarding violations, penalties and terms of probation must be provided in advance of the visit. Otherwise, the information must be provided before a prospective student-athlete signs a National Letter of Intent; and
  e. **Publicize specific and understandable information** concerning the nature of the infractions by providing, in a conspicuous location on the athletic department's main (or “front”) webpage, a statement summarizing the violations and a link to the public
infractions decision. The information shall also be included in institutional media guides (if published in paper or digital form) and in an alumni publication. The institution's statement must: (1) clearly describe the infractions; (2) include the length of the probationary period associated with the major infractions case; and (3) give a clear indication of what happened in the major infractions case to allow the public (particularly prospective student-athletes and their families) to make informed, knowledgeable decisions. A statement that refers only to the probationary period with nothing more is not sufficient.

| 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?

Monitoring and documenting all aspects of education and notification to satisfy elements of the 2-year probation.

| 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?

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?

The compliance office will have added duties of monitoring and documenting.

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  
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  
Yes  
$$: 3,000

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

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

Other: Describe:  
Increased commitment to this goals and initiative within Financial Aid Office and staff
17. If you were to receive the additional resources outlined in question #16, how will they be used?

Train current financial aid personnel to better understand how financial aid must be applied and certified to meet NCAA legislation. The compliance office would serve as a “check and balance step” – initiate calendars and communication.

| RUBRIC |
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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?

Attitude of financial aid office toward this commitment – this should be an institutional priority, not viewed as an athletics issue. As such, it should be monitored and evaluated by the financial aid office and athletics should provide checks and balances. This is not currently the model.
19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Nov. 2017
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 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>3rd Plan 2020 Goal</td>
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</table>

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.

| 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?

Click here to enter text.

| RUBRIC |
|-------------------------|-------------------------|-------------------------|-------------------------|
| Are clearly stated performance measures provided for each goal? | 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
  
  - Benefited: **Select Yes/No**

- **S & W** — Recurring
  
  - Non Recurring: **Select Yes/No**

- **S & E** — Recurring
  
  - Non Recurring: **Select Yes/No**

- **Equipment** — Recurring
  
  - Non Recurring: **Select Yes/No**

- **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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<tr>
<th>RUBRIC</th>
<th>No budget information is provided.</th>
<th>Budget plan is included but is not clearly stated.</th>
<th>Goal has a clearly stated budget plan.</th>
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<tbody>
<tr>
<td>Are clearly stated budget plans included for each goal?</td>
<td>(A budget plan is considered 'clearly stated' if it includes an amount and the funding source.)</td>
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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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<tr>
<th>RUBRIC</th>
<th>Challenges are not included in the unit's report.</th>
<th>Challenges are listed but they are not clearly stated.</th>
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<tr>
<td>Are clearly stated challenges identified for each goal?</td>
<td>(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>
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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>Are time frames included for each performance measure (metric)?</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 - #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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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.

| 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?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|-----------------|
| **Are clearly stated performance measures provided for each goal?** | 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. |

| (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). |

**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  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
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?

Click here to enter text.

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<tbody>
<tr>
<td><strong>Are clearly stated challenges identified for each goal?</strong> (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>

**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.

| 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:**