2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Centers for Academic Success and Achievement
Part I

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

CASA offers student-centered, peer-based learning assistance services designed to enhance student academic performance in their courses in order to improve student retention and perseverance toward graduation.

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<tbody>
<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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<tr>
<td>The unit provided some indicator of how it supports the mission statement.</td>
</tr>
<tr>
<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.

For academic year 2014-2015, CASA engaged 2858 students (21% of the total population) for 17,632 visits and 19,410 hours. Students averaged seven visits per student and nearly seven hours per student. Walk-in math tutoring constituted the largest share of visits (50.7% of total). Students receiving direct tutorial services numbered 1999 (82.5% of total visits) and averaged more than seven visits per student and just over eight hours per student. The average visit was 66 minutes in length.

CASA proudly engages a more diverse population of student users than that of the total IPFW student population’s demographic distribution. In 2015, 7.2% percent of CASA users were African American and 6.2% were Latino/a. Less than 75% of CASA users were white. This compares to 4.3% of total students in Fall 2015 are African American; 5.4% are Latino/a; and 82% are white. Minority students constitute a larger share of the total visits to CASA than the number of unique student visitors. That is, 9.6% of all visits are from African Americans, 8.4% from Latinos/as; 5.5% from students with multiple races; and 69.4% from white students.

CASA maintains its current partnership with the Math department to provide tutoring in Kettler G19, G38, and 116 for three levels of mathematics.
CASA continues to partner with Helmke Library and ITS to serve students in the Learning Commons.

CASA has been able to stabilize its staff lineup by making a permanent hire for the Coordinator of Math and Science Tutoring. CASA has also proposed to add one staff person as Coordinator of Business and Education Tutoring.

In Fall 2015, the Math Testing Center underwent innovations in its test reservation, distribution, and proctoring systems. These innovations have led to increased efficiency, accuracy, and customer service to both faculty and students.

In 2015, CASA offered workshops to help students prepare for entrance examinations in Nursing and Education. We have had contact with 44 students in Education for a total of more than 100 hours. We have had contact with 22 students in Nursing for more than 22 hours.

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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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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Not applicable.
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?

Per the Strategic Plan for the Division of Student Affairs and its accompanying metrics, CASA measures its contribution to student academic performance and student retention and graduation.

CASA gathers data by use of its TutorTrac system, a web-based database that imports from Banner, facilitates scheduling for tutoring, and records student visits. At the end of each term, CASA sends a visit export dataset to Institutional Research to analyze grade outcomes and grade point averages for users compared to non-users enrolled in the same courses. We also analyze data shared from other sources, such as exam performances from Education and Nursing.

CASA has contributed to student retention and graduation. Of students who visited CASA in Fall 2014 (n=1415); 74.5% (n=1055) were either retained to Fall 2015 or graduated by Fall 2015. A total of 950 students (67.1%) were retained to Fall 2015; 88 students (6.2%) graduated; and 17 students (1.2%) graduated and retained as continuing students.

Students who use CASA services typically out-perform their peers who did not use our services. Students who came to Supplemental Instruction for BIOL 203 in Spring 2015 (n=40; 20% of total enrollment) had a success rate of 85% compared to a 50% success rate of non-users. Students who came to Supplemental Instruction for BIOL 204 in
Spring 2015 (n=51; 24.4% of total enrollment) had a success rate of 98% compared to an 88% success rate of non-users. Students who came for walk-in tutoring for Math 229 in Spring 2015 (n=39; 17.7% of total enrollment) had a success rate of nearly 77% compared to a 55% success rate of non-users.

CASA’s workshops to help students prepare for required examinations have contributed to improved test performance. During Fall 2015, 16 students in Education participated in workshops for the Pearson CASA exam (not associated with our department), logging more than 65 contact hours. Students whose first attempt was between September 1, 2014 and August 31, 2015 had a 68% pass rate (94 of 138). Since September 1, 2015, we have seen a 74% pass rate (32 of 43). Education has a goal of 85% on the first attempt, and this cooperation has moved the needle.

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

This year’s report has attempted to address the comments by adding more specificity to its goals and outlining how to collect and analyze data to meet our metrics.

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

Barton Price, Director.

The members of CASA’s staff (Deborah Braun, Kristine Frye, and Jack Schroeder) contributed to outlining the document, and they have reviewed and approved the document.
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 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.*
Goal 1

1. Enter a unit goal:

Collaborate with academic units and other academic support units to design tutoring models that improve students’ academic performance, retention, and progress toward graduation.

2. Status of goal:

- [ ] Completed
- [ ] Eliminated
- [x] Modified
- [x] 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
- [x] Other: Modified for greater specificity

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

5. Type of goal:

- [ ] Create/Develop
- [ ] Eliminate/Discontinue
- [x] 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.M.1</td>
<td>II.B - Mentoring relationships</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.B.4</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>I.E.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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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?

In order to increase usage and enhance outcomes, we need to partner with instructors, chairs, and support units. Instructors can embed our services into the class framework. Chairs can promote these endeavors in the department. Additional units can refer students to our services or can partner to offer a comprehensive suite of services.

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

CASA maintains its current partnership with the Math department to provide tutoring in Kettler G19, G38, and 116 for three levels of mathematics. This partnership has yielded contact with 934 students for nearly 9000 visits and more than 10,000 hours of student usage.

CASA continues to partner with Helmke Library and ITS to serve students in the Learning Commons. We are actively striving to create a comprehensive service plan in a digital environment and in the physical environment once the library renovation is complete.

In 2015, CASA offered workshops to help students prepare for entrance examinations in Nursing and Education. We have had contact with 44 students in Education for a total of more than 100 hours. We have had contact with 22 students in Nursing for more than 22 hours.

In 2015, CASA was co-recipient of a grant from Follett to pilot a program for embedded speech consultations for Communication 114. The e-text for the course allows students to schedule appointments with a consultant. This partnership allows the Writing Center to partner with the Communication department to assist students with both speech writing and speech delivery.

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

Create, approve, recruit, and hire a Coordinator of Tutoring in Business and Education

Explore creation of statistics learning lab.

Explore creation of tutoring lab for hard sciences (biology, chemistry, physics, geosciences).

Increase faculty presence and participation in tutoring spaces.
Increase student participation in tutoring services and increase student performance as a result.

Increase number of courses and course sections that use embedded support models (Supplemental Instruction, Writing Fellow, Embedded Tutoring)

| 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?

We will use TutorTrac data (student visit records) to measure the rate of change in student participation and usage. Visit records also show which courses and sections receive the most participation.

Analysis of TutorTrac visit records by Institutional Research will show which students had success (ABC grade) in specified courses as well as their mean GPA. We compare success rates of CASA users and non-users.

TutorTrac will provide data on the total number of available tutoring hours (logged by tutor schedules) and total number of student contact hours (logged by visit records).

We measure the total available faculty time in tutoring spaces by logging faculty time on weekly schedules.

We will know whether or not a Statistics Lab or a Sciences Tutoring Lab exist once they come to fruition.
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<th>Some of the stated performance measures are clearly stated.</th>
<th>All performance goals are clearly stated.</th>
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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?

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?

We will increase and diversify tutoring services to meet student needs. We can continue to make such steps within our current budget. However, approximately 45% of our operating budget for student wages is contingent upon student government allocations.
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**: 1
  - **Benefited**: Yes
  
  - **S & W — Recurring**: Select Yes/No $\$: 45000
  - **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?

We would add a position to supervise tutoring in business and education who will also continue to develop services to help students perform at higher levels in the courses and required examinations for perseverance, graduation, or licensure. This person will also work with faculty in the respective colleges to advance partnerships for student academic success.
### RUBRIC

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<tr>
<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>
<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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### 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?

Ongoing partnerships with academic units to create and sustain academic support initiatives require a great deal of negotiation and cooperation on the academic units’ part.

CASA’s continued management of the Math Testing Center remains outside of the department’s mission and divests staff time and energy. If Math Testing was no longer managed by CASA (and managed instead by Testing Services or the Math Department), then the Coordinator of Math and Science Tutoring would have more time and energy to devote to the expansion of services in these disciplines.

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<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).</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>
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</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

**19.** What is your timeline for accomplishing this goal?

3-5 years

Dates: The actions within this goal are ongoing, but we do have the following benchmarks
Hire a Coordinator of Tutoring in Business and Education Spring/Summer 2016
Explore creation of statistics learning lab. May 2017
Explore creation of tutoring lab in sciences. May 2017

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<td>Are time frames included for each performance measure (metric)?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 2

1. Enter a unit goal:

   Enhancing student employee learning through training program

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?

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

The quality of our department’s service to students depends on the quality of the training that we provide our student employees. We also seek to make our training program a leadership development initiative in conjunction with Student Life and Leadership.

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

We are developing a training module series in Blackboard.

We have offered two training workshops during the fall semester. These workshops covered FERPA, academic integrity, emergency procedures, assisting students with disabilities, and assisting students from the armed services.

We record training participation for each student employee’s co-curricular transcript in the Community software managed in Student Life and Leadership.

We have established a student employee evaluation process.

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

Complete the Blackboard training site and launch it for training activities during student employee downtime.

Initiate student employee evaluation process.

Apply for and obtain employee training certification through the College Reading and Learning Association’s International Tutor Training Program.

Certify student employee training and service time in the Community software for each student employee’s co-curricular transcript.

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<td>Do the unit goals align with the University’s goals?</td>
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Centers for Academic Success and Achievement - USAP Report
TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Completion and implementation of specific training and evaluation procedures will demonstrate significant strides toward accomplishing this goal.

Student learning will be assessed through Blackboard assessment tools (e.g. pre-test/post-test scores) and through each employee’s evaluation by his/her supervisor.

We will record completion of training workshop and Blackboard modules as well as service time into the Community software, giving data on the extent to which our student employees are taking advantage of training opportunities.

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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?

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?

Additional staff would be able to improve training and evaluation by sharing the supervision of our 90 student employees.

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  1
   Benefited       Yes

   S & W — Recurring   Select Yes/No   $$: 45000
   Non Recurring      Select Yes/No   $$: Click here to enter amount.

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

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

Other: Describe:  Click here to enter text.

   Other — Recurring   Select Yes/No
   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?

Additional staff would be able to improve training and evaluation by sharing the supervision of our 90 student employees.

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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?

Currently, the International Tutor Training Program is unable to receive new applications due to changes in its management. We anticipate continuing with our processes regardless and applying for certification when the program is available again.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Blackboard modules deployed: Spring 2016
Student employee evaluation process: Spring 2016
Training workshops: current and ongoing
Recording training and service in Community: current and ongoing
Participate in student leadership initiatives with Student Life and Leadership:
2016-2017 school year

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<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
<td><strong>No time frames are included with the performance measures.</strong></td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:

Foster graduate student success by investing in academic support programs for graduate students and by investing in graduate assistantships.

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.

<table>
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<tr>
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<th>Area IV Goals</th>
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<td>I.C.7</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.E.2</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?

Serving graduate students aligns with our department’s mission as we strive to see that all students succeed academically. When we employ graduate students, we can provide peer-based service to other graduate students. Graduate assistantships also aid students in paying for graduate school and help them to gain essential professional skills.

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

We have increased the number of graduate students working in our department from three to ten.

CASA was co-recipient of a Follett grant. A portion of that grant funds one of our graduate assistants’ stipend.

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

Recruit, hire, and train graduate students to work as tutors or as graduate assistants.

Identify, develop, and deploy academic support programs for graduate students. Principally we do this in the Writing Center, but our proposed future statistics lab could help graduate students in statistical methods courses.

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<th>RUBRIC</th>
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<tr>
<td>Do the unit goals align with the University's goals?</td>
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</table>

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

TutorTrac allows us to capture the number of unique students, total number of visits, and total number of hours of graduate students using our services.

Our payroll list of student employees allows us to account for the number of graduate students in our employ for each academic term.
### 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?

Additional staffing would help to supervise additional student employees, especially graduate assistants who deserve increased attention and professional development.
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  1
Benefited  Yes

S & W — Recurring  Select Yes/No  $$: 45000
Non Recurring  Select Yes/No  $$: 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?

Additional staffing would help to supervise additional student employees, especially graduate assistants who deserve increased attention and professional development.
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.)

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<tr>
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<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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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?

Changes in graduate student aid and the fiscal responsibility of units employing graduate assistants may adversely affect our ability to employ graduate students in the future. These changes would precipitate limited service availability to graduate student users.

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.)

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TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: Actions for this goal are ongoing, with many actions nearing completion and entering the “maintenance” stage.
| 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:
   Increase virtual support/digital support modalities to provide increased access to our services and to offer more access for students enrolled in online courses

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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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?

CASA wishes to serve all students, including students in online courses. We also wish to serve students in digital platforms to be accessible to more students.
9. If continuing your goal, what progress have you made or which action steps have been completed?

We have created an “Ask a Tutor” communication page with live IM chat facilitate through our service desk. We will launch it in Spring 2016.

Online writing consultations have increased by 18 students, 17 contacts, and almost 13 contact hours between Fall 2014 and Fall 2015. We have also created a new Qualtrics form for students to request e-mail consultations.

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

We will be using an undergraduate intern to develop online information pages and deploy a social media campaign.

We will work to develop a LibGuide page with resources for students to access. This will be part of the Learning Commons’s digital commons initiative in 2016.

We will continue to explore the use of synchronous video services through the use of WebX.

We will work with instructors to embed Supplemental Instruction session videos into course Blackboard pages.

| 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?

TutorTrac allows us to capture all interactions with students in digital settings. CASA’s student employees record these interactions in order to track activity.

We will confirm all other digital communication platforms once they come to fruition and/or published online.
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?

We will invest monetary resources in student employee time and any necessary hardware to provide access to online services.

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.
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?

We have yet to implement synchronous services due to changes in synchronous communication platforms. We had previously used Adobe Connect, but the university has moved to WebX. We need to redevelop our approach with this platform.

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<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?

1-2 years

Dates: Most of our digital communication tools and platforms will be developed Spring 2016. Development of synchronous platforms will take through Summer 2016. Each approach is subject to change as CASA becomes more integrated into the Learning Commons and adapts to its digital services.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 5

1. Enter a unit goal:
   Develop and implement program assessment plan

2. Status of goal:
   - [ ] Completed
   - [ ] Eliminated
   - [ ] Modified
   - [x] 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
   - [ ] No funding for salary & wages
   - [ ] No funding for equipment / maintenance of equipment
   - [ ] Priorities shifted
   - [ ] Loss of staffing
   - [ ] Other: If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   - [x] 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.*

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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?

An assessment plan will allow CASA to ensure the quality of our services to students and to ensure that our services contribute to student academic performance success, retention, and perseverance toward graduation.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Each semester, we analyze grade outcomes and mean GPAs for students who visit CASA and compare those findings to the same data points of non-visitors.

We conducted an extensive review of our Math Testing Center operation to determine its effectiveness and utility in CASA.

We have implemented a point of data collection at the end of each student visit to understand better how and why students access our services. Data points in that questionnaire will be used as part of IPFW’s participation in the Multi-State Collaborative for the Assessment of Student Learning Outcomes. We have coded visits according to the associated learning outcomes: Quantitative Reasoning; Scientific Inquiry; Written Communication; and Oral Communication.

We have developed a student satisfaction survey that we will deliver to all students who visit CASA. It measures students’ perceptions of the quality of the tutoring experience.

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

We will launch the satisfaction survey.

We seek to conduct a study on the effect of frequency attendance has on academic performance.

We seek to conduct a study in conjunction with Student Life and Leadership to compare data in TutorTrac and Community to profile student engagement, academic profile, GPA, retention, and progress toward graduation.

We have offered to include more partners (e.g. Helmke Library) into the use of TutorTrac to collect more data on students’ access of academic support services, especially in the Learning Commons environment.

| 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?

Completion of each assessment study will demonstrate accomplishment of the goal’s action items.

| 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?

This task involves minimal money. Members of CASA share the responsibility of data collection and analysis.

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?

Participation and collaboration from other units may delay some of the initiatives outlined in the action items.

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: Internal assessment processes are current and ongoing. Implementation of the satisfaction survey will begin Spring 2016. Collaboration with Student Life and Leadership will begin Fall 2016. Helmke Library’s participation in TutorTrac is contingent on the librarians’ adopting this data system. We anticipate a January 2017 adoption and integration.

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 - #1

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
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   - [ ] 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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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 |
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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?

Click here to enter text.

| RUBRIC |
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| 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

Benefited

S & W — Recurring

Non Recurring

S & E — Recurring

Non Recurring

Equipment — Recurring

Non Recurring

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.

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.
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:**
New Goals for 2015-2016 - #2

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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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? (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.

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<th>Non Recurring</th>
<th>$: Click here to enter amount.</th>
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<tr>
<td>S &amp; W — Recurring</td>
<td>Select Yes/No</td>
<td>$: Click here to enter amount.</td>
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<tr>
<td>Non Recurring</td>
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<td>S &amp; E — Recurring</td>
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<tr>
<td>Equipment — Recurring</td>
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<td>$: Click here to enter amount.</td>
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<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$: Click here to enter amount.</td>
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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?

Click here to enter text.

| 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: Click here to enter text.

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New Goals for 2015-2016 - #3

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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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 |
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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?

Click here to enter text.

| RUBRIC |
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| **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.

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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?

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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:**
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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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?

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

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| RUBRIC |
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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?

Click here to enter text.

| RUBRIC |
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| 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?

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

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<th>Benefited</th>
<th>S &amp; W — Recurring</th>
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<tr>
<td></td>
<td>Select Yes/No</td>
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Benefited Select Yes/No

$\$: Click here to enter text.
### Other — Recurring
- **Select Yes/No**
- **$: 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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| 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?

**Click here to enter text.**

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| 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:   Click here to enter text.

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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.

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>
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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? (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.
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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