2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Career Services
Part I

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

IPFW Career Services supports students and alumni in reaching their career goals by providing opportunities to connect with employers through our high quality programs and events. We assist students and alumni with their professional development, while educating and preparing them for a lifetime of career success. We work to ensure that our programs and services promote the intellectual, social, economic, and cultural advancement for our students and region.

IPFW Career Services revised its mission statement last year (2015) to strategically impact students in the three areas of service: Connecting, Educating, and Developing our students and alumni. We believe that we help to support programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?** | The unit did not provide evidence of their support of the mission statement. | The unit provided some indicator of how it supports the mission statement. | The unit specifically explained how it supports the mission statement and provided examples. |

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

2. Please list significant accomplishments from the last fiscal year not included in your goals.

- **New Student Orientation Career Carnival:** Career Services hosted 250 freshman for our Career Carnival workshop on the last day of the new student orientation. Students connected with our staff, had their “career tarot cards” interpreted, played salary scramble to learn about the Hoosier Hot 50 jobs, participated in “Career Jeopardy” to learn about campus resources, and played “Career Jenga” to guess our events. Each new student walked away with a list of our upcoming events and services.

- **Success with Using Technology /Social Media:**

  *Career Fair Plus App:* This app was made available on Google play and the app store for free. Students and Alumni were able to craft their career fair strategy by researching the 150+
companies attending the job fair, navigate the floor plan in the gates fieldhouse, and prepare for the event with the career fair 101 resources. We had 571 students and alumni download the app.

**LinkedIn:** The goal of this account is to connect recruiters with IPFW students and alumni. At the start of the Fall 2015 semester, we had 1,686 connections. At the end of the semester, we now have 1,767 likes = an increase of 4.8%.

**Newsletter:** Career Services manages a newsletter called “Connections”. Each newsletter highlights a corporate sponsor, highlights “by the numbers” and employer services. It also highlights events and programs. We had 121 campaigns, 6 newsletters and 3,778 contacts in Connections for 2015.

**Mastodon Career Call Webinars:** We had 154 students and alumni registered for Mastodon Career Call Webinars in 2015. Webinars were recorded and posted on the IPFW Career Services Website and the You Tube Channel = Professional development

**Twitter:** At the start of the Fall 2015 semester, we had 1,377 followers. At the end of the semester, we have 1,408 = an increase of 2.2%.

**Instagram:** Created a new account for 2015. At the start of the Fall 2015 semester, we had 34 followers. At the end of the semester, we have 690 = an increase of 1929%.

**Facebook:** At the start of the Fall 2015 semester, we had 745 likes. At the end of the semester, we have 1,010 likes = an increase of 35.5%. We hosted a contest to increase the number of likes.

**You Tube Channel:** We currently have 30 videos uploaded on the IPFW Career Services (+11) You Tube Channel. We have 25 (+15) subscribers and 3,011 (+2,309) views on the videos in 2015.

**Pinterest:** Career Services established a Pinterest account in 2013. In 2015, we have 365 (+105) followers, 33 (+3) boards, 600 (+76) pins, 3 likes and we are following 139 in 2015. The Pinterest account has also been integrated into our Facebook page.

**Website:** Revised the Career Services and the Student Employment website to a newer template; highlighting resources, events, and corporate sponsors

- **Lilly Partnership – C2C [Campus to Community Connections] Initiative:** Collaborated with the Office of Engagement, Continuing Studies, Co-Op, CRI, and Marketing Communications to create marketing and web pieces for IPFW to leverage the funds from the Lilly Endowment to enhance its outreach to the regional business community, to promote collaborations facilitating the growth of high-skill and high-wage jobs, while better connecting our students to opportunities that are created as a result.

- **Success with Innovative Events and Partnerships:**
  - NICE Career Fair: Hosted the largest Job Fair in Northeast Indiana - 149 employers registered and 726 attendees. Free LinkedIn profile pictures offered. This is a consortium of 9 Universities and Colleges that runs this event.
  - Mastodon Job & Internship Fair: Hosted the annual Fall Career Fair – 157 employers registered and had 648 attendees
  - Career Services participated in a variety of different outreach programs, reaching 2,827 students, parents and alumni (Diversity Showcase, Admissions Events, etc) in 2015
  - Provided data and research to the campus community on employment trends, recruiting needs, and regional economic development
Collaborated with the Doermer School of Business to host an Entrepreneurs Panel. 103 students attended the panel.

Partnered with Athletics to host a career presentation to student athletes. 12 athletes attended.

Reverse Career Fair: Hosted annual Reverse Career Fair in March 2015 to student leaders who were a part of IPFW affiliated groups. This was an opportunity for employers to connect with some of our student leaders here on campus and for our student leaders to showcase some of the skills they have gained from being in those student groups. The Reverse Career Fair was sponsored by IPFW Career Services, Federated Insurance, IPSGA and Student Life. 107 Employers participated, an increase of 101% from last year (53) and 39 student groups participated, an increase of 50% from last year (26)

Success with JobZone:

Increased the number of resumes uploaded by 17% from 8,493 to 9,933

Increased the number of companies on JobZone by 19% from 6,928 to 8,249

Increased the number of recruiters on JobZone by 20% from 7,983 to 9,612

| RUBRIC |
|------------------|------------------|------------------|
| 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) | The unit did not provide evidence that accomplishments align with the mission of the University. | The unit provided evidence that accomplishments somewhat align with the mission of the University. | The unit provided evidence that accomplishments align closely with the mission of the University. |

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

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

We support departments with accreditation process by providing data from the First Destination Survey.

The Job Location and Development (JLD) Program is a federally funded program designed to assist students with part-time employment and is administered by Career Services. The goal is to provide students with a source to secure off-campus employment regardless of their financial aid eligibility. Career Services develops and maintains employment listings for students on JobZone, our on-line job board system. As a recipient of the JLD federal funds, the U.S. Department of Education requires Career Services to report statistics on currently enrolled students who obtain work through our office. To comply with federal regulations, we must ask employers and students to fill out a placement survey and submit an annual report.
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<td>To what extent did the unit evaluate the impact of accreditation</td>
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<td>constraints and/or benefits?</td>
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<td>The program has (or is working toward) accreditation but did not</td>
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<td>provide any information regarding constraints and/or benefits.</td>
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<td>The program has (or is working toward) accreditation and provided a</td>
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<td>basic list of constraints and/or benefits but did not analyze their</td>
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<td>impact.</td>
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<td>the impact of their constraints and/or benefits.</td>
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<th>TASK FORCE COMMENTS AND/OR QUESTIONS:</th>
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<td>To what extent did the unit identify and analyze how Federal/State</td>
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<td>laws and/or mandates impact the unit?</td>
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<td>The unit did not address this question.</td>
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<td>The unit listed Federal/State laws and/or mandates that affect their</td>
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<td>unit but did not analyze the impact.</td>
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<td>unit and analyzed the impact.</td>
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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?

Student Affairs has identified six areas of strategic priority for its services and programs. [https://www.ipfw.edu/dotAsset/4fa57d46-e84e-4cfb-b5af-b680527e9ce7.pdf](https://www.ipfw.edu/dotAsset/4fa57d46-e84e-4cfb-b5af-b680527e9ce7.pdf)

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

No. Thank you for the feedback last year.

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

Ashley Calderon, Director of Career Services with input from the entire staff of Career Services. Reviewed and approved by Eric Norman, Dean of Students.
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:

Focus on Experiential Learning (Internships / Externships)
Career Services Goal Statement: Strategically target companies in key industries (as defined by Northeast Regional Partnership) and collaborate to provide opportunities for students to engage in experiential learning with employers.

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?

- Increase the number of paid internships posted on JobZone by 10% from 399 to 440 – Progress: We had 613 paid internships and 114 unpaid internships posted on JobZone.
- Increase the number of externship host sites providing externships that are posted on JobZone by 30% from 27 to 36 – Progress: We had 70 host sites.
- Provide at least one interview opportunity for each student who is enrolled in the Train-A-Don Internship program for experiential learning opportunities – Progress: 42 students enrolled; 19 with internships
- Provide at least two externship opportunities in each of the six key industries (as defined by Northeast Indiana Regional Partnership) and post on JobZone for students to apply for in 2015 – Progress: We ran 51 externships in 2015

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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<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</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.

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<td><strong>Do the unit goals align with the University’s goals?</strong></td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

    Click here to enter text.
### RUBRIC

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

   Click here to choose.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

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

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

| 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 2

1. Enter a unit goal:

Focus on Professional Development (SET Program)
Career Services Goal Statement:
Create and support a student employment training program on campus as an
experiential learning program to enhance student workers' development of transferable
skills, to assist students in developing a sense of professionalism, and to enhance their
career development.

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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<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</table>
7. Is the unit goal a high, medium or low priority?

High

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

This program will enhance student workers’ development of transferable skills, and assist students in developing a sense of professionalism, which will impact their career development. On-campus employment can be an effective way to engage students in campus life and increase their sense of identity with IPFW = retention

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

We plan to continue this goal for 2016 – USAP Goal #1:

- Collaborate with the Student Employment Working Group to develop the Student Employment Training (SET) program – 15 workshops – **Progress: 9 Workshops have been recorded, 2 scheduled to record, and 2 being created = revised to be 13 workshops instead of 15**
- Create marketing to promote program to student workers and supervisors on campus – “Work here. Learn here. Graduate Here – SET Program” – **Progress: Marketing created**
- For success completion, each student worker must complete 6 core workshops and select 3 elective workshops out of the remaining 9 options. Students will view the workshops online using Echo 360 – **Progress: 9 Workshops have been loaded into Blackboard and recorded using Camtasia.**
- Establish purpose for each workshop, student learning outcomes, and an assessment tool for each of the 15 workshops – **Progress: Learning outcomes have been established for each of the 9 workshops**
- **Additional Progress:**
  - Collaborating with Student Life & Leadership to develop a phase II of program that focuses on more leadership development
  - Recruited student employees in the Athletics department to pilot the SET program in Spring 2016
  - Created sample on-boarding schedules for student employees with the SET programs embedded in the training schedule
  - Scripts for the 9 workshops completed have been saved – closed caption requirement

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

Additional support is needed to complete this goal. However, Career Services will continue to lead the student employment working group with this initiative. We will also explore the requirement of these workshops being closed captioned.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Collaborate with the Student Employment Working Group to develop the Student Employment Training (SET) program – 13 workshops
- Pilot the program in Spring of 2016 with 20 student employees
- Collaborate with Human Resources and Student Life and Leadership to develop additional workshops on the topic of leadership
- Assessment of student learning outcomes – 90% of respondents selecting the correct response

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 collaborate with the Student Employment working group to accomplish this goal.

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  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?

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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?

Requirement of it needing to be closed caption.

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

1-2 years

Dates: January 2017

**RUBRIC**

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:

Focus on Professional Development (INdorsed)
Career Services Goal Statement: Enroll TRIO SSS students in the INdorsed Career Ready Program. The INdorsed Career Ready program is a statewide standard used by colleges and universities to certify students' preparation for professional work. Graduates with this certificate complete activities in professional identity (exploring strengths and ideal careers and developing tools to market skills to employers), professional experience (building relevant experience as well as training in professional practices), and professional skills (developing core, transferable skills like communication, teamwork and problem solving).

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?

Year 1 - 50% of TRIO SSS students will be enrolled in the INdorsed Career Ready Program by December 2015 (70 students) Progress: We had 77 (51%) TRIO students enroll in the INdorsed Career Ready Program in 2015. These students completed activities in building a professional identity, gaining professional experiences, and acquiring professional skills.

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.
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<td>stated.</td>
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<td>Some of the stated performance measures are 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?

   Click here to choose.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

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

**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.**

### 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:

Focus on Career Services Assessment (First Destination Survey - College / School Infographics)Career Services Goal Statement: Create a report/infographic for each school/college that gives a snapshot of what students are doing, including employment, graduate school, or other endeavors, after graduating from IPFW

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: Revised timeline.

**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.O.2a</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?

   **How the First Destination Survey Supports the Mission of IPFW:**

   The responses we collect and present help future Mastodons prepare for their career and other post-graduation goals. The IPFW First Destination Survey provides comprehensive and reliable data which can be used to accurately inform and shape career expectations of current undergraduates, new alumni, and prospective students. Equally important, the survey facilitates IPFW’s compliance with the outcomes data requirements of the Higher Education Opportunities Act. It also provides accurate post-graduation outcomes information to the IPFW community at large (administrators, academic departments, etc.), parents, employers and hiring organizations, and they help fulfill local, national, and international media requests.

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

   We plan to continue this goal for 2016 – USAP Goal #2:

   Progress has been made in the following ways:

   - Collected data and created the Class of 2015 First Destination Survey Booklet: [http://www.ipfw.edu/dotAsset/5378951f-81b5-42e7-a08e-89724e8993b7.pdf](http://www.ipfw.edu/dotAsset/5378951f-81b5-42e7-a08e-89724e8993b7.pdf)
   - Collaborated with the Dean of Assessment for report writing and coding of survey questions
   - Met with Alumni Relations, Registrar, Institutional Research, Commencement Coordinator to discuss survey saturation and strategy for implementation
   - Created a QR code postcard for graduates to receive on Commencement day
   - Met with College of Health & Human Services, ETCS, VPA, Doermer School of Business, General Studies, COAS to discuss “Page 2” department/college level questions
   - Created an infographic for the Doermer School of Business and the College of Health and Human Services for marketing purposes
   - Provided data for department accreditation requirements
   - Gave regional data to Advancement and Admissions for recruiting and fundraising purposes

   *An increased knowledge rate or response rate for survey from 30% to 50% - Progress: Response rate for the Class of 2015 was 63%
   *Questions for page 2 created for each college school/division by the department chairs or Deans
   **Progress:** College of Health & Human Services, ETCS, VPA, Doermer School of Business, General Studies, COAS (College level & PSY and PHIL) have questions for Page 2.
   *Infographic created for each college/school/division Progress: Infographic created for the Doermer School of Business
10. What action(s) does your unit plan to take to support this unit goal?

For 2016, we have added “page 2” questions that will help departments meet accreditation requirements. Instead of conducting the survey for one month, we now plan on expanding it to 3 months and we will distribute the survey prior to graduation. This will give us a better response rate and a more accurate picture of where are students are going after graduation. We have hired an undergraduate work study graphic design student worker to support the marketing needs of the survey. They will create school/college and department level infographics for recruiting purposes. We also plan on meeting with departments that do not have “page 2” questions developed.

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

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

- An increased knowledge rate or response rate for survey from 63% to 68%
- Questions for page 2 created for 50% of the departments in COAS
- Infographic created for each college/school/division
- Extending response collection time from one month to three months

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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?

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?

Priorities will have to be shifted from other staff members in order to complete this high-level 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 1

Benefited Yes

S & W — Recurring Yes $$: 40775
Non Recurring Select Yes/No $$: 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: Funding to create a marketing video similar to this one: http://csueffect.colostate.edu/

Quote by 260 Media to produce video - $4,250

Other — Recurring Yes $$: 4,250
Non Recurring Select Yes/No $$: Click here to enter amount.

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

1. Funding to create a marketing video similar to this one: http://csueffect.colostate.edu/ + additional marketing materials

2. The conversation about return on investment (ROI) and value of higher education has never been more prominent. New measures of success for career services will involve first destination data and a strong focus on assessment and alignment with university strategic goals is critical in showcasing our value at the institutional level. An additional position in Career Services would allow us to focus on those measures.

Assessment Manager – Below please find the proposed position description:

The Assessment Manager is a full-time member of the Office of the Dean of Students/Career Services who is responsible for planning, implementing, and managing assessment/data initiatives. The primary focus will be to work on the performance metrics established for the Division of Student Affairs regarding employment outcomes and to facilitate IPFW’s compliance with the outcomes data requirements of the Higher Education Opportunities Act. However, they will work with partners across the University (student affairs, institutional research, employers, campus faculty and administrators) with the following duties:

Surveys

- Design and direct the First Destination Survey to determine post-graduation employment, education, or other activity
- Collaborate with departments/colleges to create specific questions for the First Destination Survey and to meet accreditation requirements
- Collaborate with the Director of Assessment to produce questions and the University level report for the First Destination Survey
- Meet with marketing and departments to create infographics and publications to highlight the data from the First Destination Survey
- Create the internship/externship placement survey
- Explore career and education outcomes for recent IPFW graduates (e.g., destination, working status, salaries, graduate and professional school)
- Assist with the NSSE and SSI surveys
**Reports**

- Write reports to disseminate results from surveys
- Run reports off of the JobZone and Community Simplicity platforms to evaluate student engagement, retention, and student success
- Respond to data requests from external stakeholders to clarify data needs and provide relevant and accurate data reports
- Run the internship / externship placement survey reports

**Data Collection**

- Collect data in accordance with appropriate methodology
- Design quantitative, qualitative, and mixed-methods surveys that are reliable and valid
- Maintain the Career Services dashboard (excel spreadsheet) and assist with providing data for the annual and USAP reports

**Simplicity Management (JobZone)**

- Serve as the information database expert for all questions related to the jobs database (JobZone)
- Coordinate scheduled database clean up through verifying contacts and their information, including students and employers
- Serve as the operational point of contact with the vendor for the job bank product
- Approve employer accounts and postings on the jobs database (JobZone)
- Collaborate with the Office of Student Life & Leadership to sync the JobZone and Community Modules

**Qualifications:**

- Demonstrated experience in assessment, research methodology, and statistical analysis;
- Experience with NACElink / Simplicity Modules
- Ability to effectively use Qualtrics, Banner, Microsoft Office (Advanced skills with manipulation of data using Excel) other online program review and survey tools.
- Knowledge of data gathering, analysis, and interpretation;
- Interest and skill in data mining/data analysis and research experience is preferred
- Ability to effectively lead planning discussion and facilitate group process;
- Strong written communication skills; ability to present information clearly and effectively to external audiences;
- Ability to analyze assessment data, draw conclusions and provide meaningful observations
- Demonstrated ability to work effectively with students, faculty, staff members, and alumni;
- Masters degree with one year of experience in higher education working with assessment
- Familiar with trends/ issues in career services, student affairs, assessment, or higher education
### 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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**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?

Partnerships with departments; survey saturation; response rate; ability to extend the survey distribution period from one month to three months; ability to contact graduates; challenge of asking questions related to accreditation = long survey

### 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?

1-2 years

Dates: Report for Class of 2016 will be completed in December 2016 + Ongoing with the marketing needs
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 5

1. Enter a unit goal:

   Focus on Innovative Services, Systems, and Events - Career Services Goal Statement - Plan 8 Immersion Excursions days for 2015 (four in the Spring/four in the Fall). An immersion is a unique opportunity to learn about an industry by visiting an organization’s workplace. In a small group setting (~15), students and faculty will engage with professionals, be welcomed by staff, tour the company and explore their interests by experiencing a typical workday.

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?

   Students and Faculty had the unique opportunity to learn about an industry by visiting these organization’s workplace in 2015. In a small group setting (around 15), students and faculty engaged with professionals, were welcomed by recruiters, toured the company, and explored their interests by experiencing a typical workday.

   2015 Immersion Excursion Host Sites (9 Total):
   Vera Bradley, Federated Media, One Resource Group, Sweetwater (Two Days), Bierman ABA, MedPro Group, Northeastern Center, and Extension Healthcare

   - Number of students and faculty registered for each site visit day – goal is 15 Progress: Total number of students attended: 82 and the total number of Faculty attended: 14
   - Evaluation of day given to students, employer host, and faculty – Over 95% indicating that the Immersion Excursion site visit was a good use of their time - Progress: 100% of students, faculty and employers indicated that it was a good use of time
   - Write an article for each immersion excursion and place it in the Career Services employer newsletter – Progress: News releases were written for each Immersion Excursion

   If this goal was completed, skip to the next goal.
4. If eliminated or modified, state reason:

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

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

---

5. Type of goal:

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

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

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to choose.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

Other: Describe:  [Click here to enter text.]

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

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

[Click here to enter text.]

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

| 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 6

1. Enter a unit goal:

   Focus on Diversity
   Career Services Goal Statement: Enhance and expand services specific to international students.

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?

   As a result of completing this goal, we assisted 70 (35%) international students during the Coffee Friday hours with their career exploration and job placement needs. We placed 10 international students in externships at the following companies: ACRES Land Trust, Allen County Department of Health, Fort Wayne Youtheatre, Grand Wayne Convention Center, IPFW Athletics, IPFW HR (2), IPFW IT Services, IPFW Special Events, and Lincoln Financial Group.

   We also hosted a “Using Your Knowledge of Other Languages/Cultures in Your Job Search” webinar in the Spring of 2015 and 33 students registered for it. Lastly, we collaborated with the International Education Office to create career resources for international students. The impact is providing additional support for International Students on our campus. We plan to continue to host drop-in hours in their office during coffee Fridays in 2016.

   **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.

   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?

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

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 7

1. Enter a unit goal:
   
   Focus on Experiential Learning (Volunteer Opportunities)
   
   Career Services Goal Statement: Increase the number of volunteer engagement opportunities for students.

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?
   
   As a result of this goal, we have compiled a list of 239 non-profit contacts, representing 225 different organizations via JobZone. We had 177 volunteer positions posted on JobZone, a 164% increase from last year (67). We also assisted with recruiting non-profits to attend the Community Service Fair. The goal was 45 agencies and we had 42 attend. Since we revised our placement survey, we now have a better understanding of where our students are volunteering. Now students are aware that JobZone has volunteer positions on the site.

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

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

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

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

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

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

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

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

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

Other: Describe:  Click here to enter text.

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.
### 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.

### 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:

   Develop strategy to expand experiential learning opportunities for students to explore career options, gain experience, and network professionally.

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><strong>3rd Plan 2020 Goal</strong></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?

Experiential education has been a value-added piece for students' academic and career pursuit. The activities that constitute experiential education are consistent with, and in many ways central to, the mission of the university.
9. If continuing your goal, what progress have you made or which action steps have been completed?

10. What action(s) does your unit plan to take to support this unit goal?
   - Develop specialized programming to connect students with local internship and networking opportunities
   - Promote the Lilly C2C Engagement Internship Portal to students and employers
   - Coordinate and facilitate meetings with all Faculty internship coordinators and Co-Op Staff for information and best practice sharing, as well as legal updates.
   - Develop and maintain current print and web-based resources to support internship preparation and promote opportunities.

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<tr>
<td>Do the unit goals align with the University’s goals?</td>
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| TASK FORCE COMMENTS AND/OR QUESTIONS: |

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
   - Increase the number of paid internships posted on JobZone by 20% from 613 to 733
   - Creation of a specialized program that connects 40 students with internship opportunities
   - Two meetings established with the Faculty internship coordinators and the Co-Op Staff
   - Marketing materials created to promote C2C Lilly Internship Portal, Internships on JobZone, and prep materials
   - Highlight 5 students in “Internship Success Stories” – News Releases for the University
   - Promote five community networking events to students via Career Services LinkedIn account
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?

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?

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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**
  - **Benefited**: Select Yes/No

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

- **Non Recurring**: Select Yes/No
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- **Non Recurring**: Select Yes/No
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- **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.

| 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?

Students, faculty, staff, and businesses have reported that there is confusion as to where internships, externships, and service learning opportunities are housed. This is due to Career Services hosting internships/externships, while Cooperative Education hosts the academically based credit bearing internships and service learning opportunities. Students, in particular, do not understand the differences and nuances between the two programs. An additional consideration is the inefficiency of two redundant and competing systems that track the various internship opportunities.

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Spring 2017

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

1. Enter a unit goal:

   Continuing this Goal:
   Goal Statement: Create and support a student employment training program on campus as an experiential learning program to enhance student workers’ development of transferable skills, to assist students in developing a sense of professionalism, and to enhance their career development. (see new action plan and metrics in the updated section of this report)

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

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?

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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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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
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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.

| 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:

   Continuing this Goal: Create a report/infographic for each school/college that gives a snapshot of what students are doing, including employment, graduate school, or other endeavors, after graduating from IPFW (see new action plan and metrics for this goal in the updated section of this report)

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?

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

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

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

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

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

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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.
### 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:

**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 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:

**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 - #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.**

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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?

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

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

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

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

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

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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 - #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?

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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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Click here to choose.

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

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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- **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**  
  - Select Yes/No  
  - $\$: Click here to enter amount.

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

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

Other: Describe:  

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

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

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

Click here to enter text.

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

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

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| 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. |
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

<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:**