2015

University Strategic Alignment Process Report

Indiana University – Purdue University Fort Wayne

Center for Social Research
Part I

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

IPFW’s Center for Social Research assists IPFW students, faculty and other University personnel with the planning, implementation, and analysis of research projects. The Center also conducts research on behalf of government agencies, private business and industry, social service institutions, and other organizations. The Center for Social Research’s Director, Professor Donna Holland, teaches Statistics in the Sociology Department, and has a varied, extensive and outstanding research background.

Mission
• To draw on academic experts from a variety of disciplines in planning, conducting, and analyzing its research projects.
• To provide excellent opportunities students to receive real-world experience in social research.
• To utilize IPFW’s organizational diversity to offer an experiential learning environment that fosters excellence in the services it offers, as well as the educational opportunities it delivers.
• To equip students with the knowledge and skills that employers find valuable in today’s data-driven world.

Practical experience is an important component of higher education, due to providing workplace applications that are difficult to replicate and surpass in a classroom setting. The Center for Social Research provides outstanding opportunities for select students, including acquisition of a technical skill set, which results in preparation for after graduation job market competitiveness.

The Center for Social Research provides excellent opportunities for students at IPFW to receive real world, hands on experience in social research. By working closely with the Center’s faculty and staff, students gain the knowledge and skills that employers find valuable in today’s data-driven world. The Center for Social Research strives to offer an experiential learning environment that fosters excellence in both the research service it offers and the educational opportunities it delivers.

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.

Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.

Although student skills gained are too numerous to include an exhaustive list, following is a sample of learning, growth and skill acquisition provided by the Center for Social Research through independent study course and employment opportunities: transcribing research interviews; Qualtrics online survey software; Print and E-newsletter formatting; newsletter article writing; newsletter distribution; research design; writing survey questions; research data collection through interviewing, surveys and focus groups; research data analysis; research report writing; Adobe Presenter Presentation; closely following protocols; passing certification exams for both research ethics and conducting research responsibly; upholding extremely high standards of research ethics; utmost professionalism; an agreement to results of excellent quality; grant searching; grant writing; proofreading; cold calls; conversing with both potential and current clients; redesigning and updating the Center for Social Research’s brochure, proposal writing, and SPSS.

Students assisted with the Lilly Web Portal Student Survey Report and Presentation, the IU Courtyard data collection and periodic reports, The Allen County Drug and Alcohol Consortium Allen County General Population Survey, and assisted in the development of several proposals and grant applications.

Students assisted with 2 projects for the Marketing Department, IPFW under the direction of Jack Patton. Summer 2015 prospective graduate students who did not enroll at IPFW and currently (2015) enrolled graduate students were surveyed, data collected and analyzed, and reports written concerning the shopping and enrollment characteristics of students. Fall 2016 currently enrolled graduate, undergraduate, and dual credit students were surveyed and cluster analysis creating buyer personas were created by college. In both of these projects, students were involved in survey creation, data collection and analyses, report writing, and graph building.

Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.

The Center inherently requires students to apply knowledge from coursework, including social statistics, research and writing, methods, social theory, survey design, etc.

Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.

To express the Center’s contribution to Regional and Economic competitiveness, we offer explanations of current projects.

In terms of active contracts/agreements, some interesting and exciting new developments have occurred at the Center for Social Research. First, looking back to the 2013 – 2014 school year, the Center for Social Research completed a Faculty and Student Survey. Currently, the Center has the following two active contracts/agreements. 1) The Center for Social Research completed the process of collecting data for researchers at the Center for Health Policy at Indiana-University Purdue University Indianapolis (IUPUI). Research for this project is for SAFY (Specialized Alternatives for Families and Youth), and funding for this study comes from the Indiana Center for Clinical and Translational Sciences and the Center for Health Policy. For this project, Holland and her research team attended a training session in Indianapolis on July 8. Data collection interviews began on July 23, and continue through March of 2015. 2) The Center for Social Research currently has an active agreement with IPFW’s Sean Ryan to conduct research for the Lilly Web Portal project. During the first week of September, the Center for Social Research began writing survey questions for one component of the project. Data collection, data analysis, report writing and preparing an Adobe Presenter Presentation are now complete for this first project component. Currently, the Center for Social Research is working with committee members on writing and compiling survey questions for the second component of the project.
Research stages for the Lilly Web Portal project continue through 2016.

Students assisted with 2 projects for the Marketing Department, IPFW under the direction of Jack Patton. Summer 2015 prospective graduate students who did not enroll at IPFW and currently (2015) enrolled graduate students were surveyed, data collected and analyzed, and reports written concerning the shopping and enrollment characteristics of students. Fall 2016 currently enrolled graduate, undergraduate, and dual credit students were surveyed and cluster analysis creating buyer personas were created by college.

The Center for Social Research entered into and completed a project with the Allen County Drug and Alcohol Consortium creating a survey, collecting and analyzing data, and creating a professional report concerning substance abuse attitudes and usage.

Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

While there may be indirect ways in which the Center facilitates creating a stronger University, the most direct ways is through students working directly with students. Student and faculty interaction is a key contributor to student success in terms of connectedness to the University, and by increasing student graduation/completion according to the literature on retention.

Question: Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

- The Center for Social Research is currently updating their website
- Beginning an e-newsletter that would also be distributed in print was a goal set by Holland. The Center for Social Research’s first newsletter was February of 2014. Creating higher visibility to prospective clients is one benefit of newsletter distribution.
- In addition to an e-newsletter, reaching potential clients with information is also accomplished due to the Center for Social Research’s brochure, which was redesigned Spring of 2014, and also updated August of 2014 and October of 2014.
- During Spring Semester 2014, the Center for Social Research participated in a Job Fair at IPFW. In preparation for this event, the Center for Social Research designed a large display board for advertising purposes. Additionally, the Center for Social Research handed out business cards and the Center’s brochure on the day of the event.
- Another accomplishment was organizing and hosting some webinars on Data Analysis and Data Sets, which were hosted during 2013-2014.
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?

While accreditation is not a requirement to work in the Center for Social Research, it is necessary for specific projects. Therefore, all 15 current employees have received training and certification through Collaborative Institutional Training Initiative (CITI), Purdue University. Training was implemented through the Sociology unit, Human Research, Group 2, Social Behavioral Research Investigators and Key Personnel.

Center workers were also trained in phone survey techniques including Federal laws concerning households who are on the “no-call” list and proper responses to those callers concerning ending the phone call and removal of household.

Training in these two areas benefit the Center for Social Research and the individual worker in understanding methods of professional data collection, managing and handling of personal data, and following best practices in social research methodology.
RUBRIC

To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?

| The unit did not address this question. | The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact. | The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

none

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

Donna Holland, Ph.D.

Lisa Eicher
Part II

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

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

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

1. Enter a unit goal:

   Increase the number of worker hours by 3% in order to expand the Center for Social Research’s emphasis of providing experiential learning opportunities for students to receive real world, hands on experience in social research, thereby gaining the knowledge and skills that employers find valuable in today’s data-driven world.

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?

   This goal has been met as measured by the increase in worker hours. This is also an ongoing goal for this Center.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
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7. Is the unit goal a high, medium or low priority?
   High priority

8. Why is this goal important to your unit, the university or both?
   Increasing worker hours increases opportunities for engagement and experiential learning.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Worker hours have increase by 3% and are continuing to increase in the current year.

10. What action(s) does your unit plan to take to support this unit goal?
    We intend to continue increasing worker hours by 3% annually.

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<td>Goal does not align with the University's goals.</td>
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<tr>
<td>The goal is somewhat aligned with the University's goals.</td>
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<tr>
<td>The goal is clearly aligned with the University's goals.</td>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    We will count worker hours.
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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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<tr>
<td>All performance goals 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?
   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 hire more student workers to increase the number of student workers involved in experiential learning.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   none

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
   none

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?

none

| 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?

none
| 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?

Annual increases by 3%

Dates: Academic calendar year

| 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:

   Increase the Center for Social Research's total annual value of active contracts/grants/agreements by 5%.

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?

   I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.

   I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

   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?
   
   high

8. Why is this goal important to your unit, the university or both?
   
   I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.
   
   I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

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

10. What action(s) does your unit plan to take to support this unit goal?
   
   During the next year, when seeking new contracts/grants/agreements and writing proposals for new contracts/grants/agreements, strive to increase the total value of active contracts/grants/agreements by 5%.

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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?
   
   Total the value of active contracts/grants/agreements, and strive to increase this by 5% when seeking new contracts/grants/agreements and writing proposals for new contracts/grants/agreements.
### 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>
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<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?

   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?

   n/a

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

   n/a

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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<td><strong>Are clearly stated budget plans included for each goal?</strong> (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</td>
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18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

none
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?

Can be implemented and accomplished in one year.

Dates: Academic year

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:

   Increase the number of worker hours by 3% in order to expand the Center for Social Research’s emphasis of providing experiential learning opportunities for students to receive real world, hands on experience in social research, thereby gaining the knowledge and skills that employers find valuable in today’s data-driven world.

2. Status of goal:

   □ Completed  □ Eliminated  □ Modified  □ In Process  □ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

high

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

I.B.1. Increasing worker hours increases opportunities for engagement and experiential learning.
Goal – Student success

We will increase student participation in high-impact instructional practices, support the development of activities and experiences that celebrate multiculturalism and the broad array of human differences.

I.M.2 Post graduation success

By increasing engagement in experiential learning, students will have greater success in a post graduation setting.

I.M.3. Achievement of learning outcomes

I.M.5. Signature programs

II.A. Project future regional, national, and international demand for research and collaboration.

II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.

II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.

II.M.2. Students participating in research and scholarly activity

II.M.3. Internal and external academic collaborations

III.M.2 Regional, nation, and global collaborations

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

   Hiring more student workers.

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

    Hiring more student workers gives a greater number of students the opportunity to participate in experiential learning.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

   Count the number of current worker hours and increase by 3%.

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?

   n/a

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

   none
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?

none
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?

none

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?

Annual goal

Dates: Academic calendar year
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<td>No time frames are included with the performance measures.</td>
<td>Some of the performance measures include time frames.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

1. Enter a unit goal:

   Increase the Center for Social Research’s total annual value of active contracts/grants/agreements by 5%.

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?

   I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.

   I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

   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?

high

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

I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.

I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

I.B.1. Increasing worker hours increases opportunities for engagement and experiential learning.

Goal – Student success

We will increase student participation in high-impact instructional practices, support the development of activities and experiences that celebrate multiculturalism and the broad array of human differences.

I.M.2 Post graduation success

By increasing engagement in experiential learning, students will have greater success in a post graduation setting.

I.M.3. Achievement of learning outcomes

I.M.5. Signature programs

The Center for Social Research is a unique opportunity for students to engage in social theory including statistical analysis, survey methodology, and professional report development

II.A. Project future regional, national, and international demand for research and collaboration.

II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.

II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.

II.M.2. Students participating in research and scholarly activity
II.M.3. Internal and external academic collaborations

III.M.2 Regional, nation, and global collaborations

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

Hiring 3% more student workers affords us the manpower to increase our regional partnerships thereby increasing our revenue.

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

During the next year, when seeking new contracts/grants/agreements and writing proposals for new contracts/grants/agreements, strive to increase their total value by 5%.

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<th>Goal does not align with the University's goals.</th>
<th>The goal is somewhat aligned with the University's goals.</th>
<th>The goal is clearly aligned with the University's goals.</th>
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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

We will total the value of contracts/grants/agreements and strive to increase them by 5%.
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 use the increase in worker hours to successfully fulfill our responsibilities of increased contracts/grants/agreements.

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

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

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.
   CUL - # of positions needed  Click here to enter text.
   Benefited  Select Yes/No
17. If you were to receive the additional resources outlined in question #16, how will they be used?

none

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?

none
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

   Academic calendar year

   Dates: Academic calendar year

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

1. Enter a unit goal:
   The Center for Social Research will train each new employee in the stages of data collection and professional report writing. Each employee will be trained and certified through Collaborative Institutional Training Initiative (CITI), Purdue University. Training through the Sociology unit, Human Research, Group 2, Social Behavioral Research Investigators and Key Personnel.

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?
   New goal.

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

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

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

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

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

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

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

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

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

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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?

   I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.

   Goal – Student success

   We will increase student participation in high-impact instructional practices, support the development of activities and experiences that celebrate multiculturalism and the broad array of human differences.

   I.M.2 Post graduation success

   By increasing certification and understanding of proper survey techniques, students will have greater success in a post graduation setting.

   I.M.3. Achievement of learning outcomes

   I.M.5. Signature programs

   The Center for Social Research is a unique opportunity for students to engage in social theory including statistical analysis, survey methodology, and professional report development

   II.A. Project future regional, national, and international demand for research and collaboration.

   II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.

   II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.

   II.M.2. Students participating in research and scholarly activity

   II.M.3. Internal and external academic collaborations
9. If continuing your goal, what progress have you made or which action steps have been completed?

n/a

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

We will offer new employee training and access to Purdue University’s CITI training site.

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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

We will use Purdue University’s online CITI training to monitor worker success toward their goal of certification and understanding of human research.

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<td>Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).</td>
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<tr>
<td>The unit provided performance measures but they are not clearly stated.</td>
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TASK FORCE COMMENTS AND/OR QUESTIONS:
12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

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?

n/a

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

n/a

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

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

Click here to choose.

Dates: Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

   CUL - # of positions needed  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  $$: Click here to enter amount.
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   Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
   Non Recurring  Select Yes/No  $$: Click here to enter amount.

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #5

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

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

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

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

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

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

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

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

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

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Other — Recurring  
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Non Recurring  
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*Click here to choose.*

**Dates:**  *Click here to enter text.*

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