2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Center for Women and Returning Adults
Part I

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

   The mission of the Center for Women and Returning Adults is to advise, advocate and troubleshoot for all students who seek our services. Many are non-traditional students, a majority of them women. Most non-traditional students – and many traditional age students - are juggling other responsibilities besides their studies, including childrearing, work, and caring for elderly relatives.

   When we can help overwhelmed students gain access to university and community services and weather personal and financial crises, we help them stay in school, and earn the degrees they seek. We also serve as a non-threatening first stop for new or returning adult students, many of whom are first generation students – helping them figure out how the university operates and how to become acclimatized to university life.

   CWRA is also the administrative home of a number of programs designed to serve the needs of diverse student groups, with the goal of helping them feel welcome and affirmed as part of the campus community. (See program accomplishments below.)

### RUBRIC

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

- The CWRA coordinator has provided individual advice and advocacy services to nearly 80 individual students, helping them solve problems that affect their ability to focus on academic work, or stay in school.
- CWRA is home to the Zielinski Angel Fund, which helps students weather financial emergencies that threaten their ability to stay in school. CWRA also organizes the Angel Fund Online Auction annually to raise money for the fund, which is not self-supporting.
- The Students with Families program – and the growing Students with Families Movie Night – continues to draw nearly a thousand people annually to programs for students and their immediate families, helping them feel more connected to the campus community.
- CWRA is home to the IPFW chapter of the Omicron-Psi National Honor Society for non-traditional students, with more than 700 alumni members. (The national society is currently undergoing a transition to become an IPFW-based program. See “Goals.”)
- CWRA organizes Flying START, a fall semester welcome celebration for incoming non-traditional and transfer students while providing them with useful information and resources. In 2015, CWRA partnered with the Office of Student Success and Transitions to include readmitted students in the Flying START program.
- “Being First,” which provides support and community to beginning First Generation students, began its second year with a successful outreach blitz. Nearly 200 First Generation students receive our email updates, participate in workshops, and access online tutoring in math and science from a fellow First Generation student.
- Safe Zone at IPFW workshops help faculty and staff provide affirmation and support to LGBTQ students, faculty and staff. Currently, nearly 200 faculty and staff members are Safe Zone “graduates.”
- The Safe Zone for Students program helps students understand the challenges faced by their LGBTQ classmates, friends, and family members, and helps them to be better allies.
- The Sexual Assault Prevention Project organizes workshops, events and other programs – usually in collaboration with other departments - to help students prevent sexual assault on and off campus.
### RUBRIC

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<th>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)</th>
<th>The unit did not provide evidence that accomplishments align with the mission of the University.</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

None

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<th>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</th>
<th>The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.</th>
<th>The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.</th>
<th>The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

The unit did not address this question.

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

The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact.

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

NA
5. Do you wish to provide any response to last year’s task force comments?
   No.

6. Please list the names of the authors of this USAP report.
   Julie Creek, Director, Office of Diversity and Multicultural Affairs
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:
   Rename and rebrand CWRA as the "Student Advocacy Center," to better align our identity with what we actually do: providing individual advice, advocacy and troubleshooting services to all students who seek them, with outreach efforts focused on diverse populations that are most at risk of dropping out of school - students of color, LGBT students, First Generation students, non-traditional students and Caucasian males.

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: This goal was modified to shift focus away from the name change, and onto assembling a study group of individuals around the university who work with non-traditional and First Generation students to examine CWRA’s resources and services, and make specific recommendations on how the university can better serve those student populations.
   **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?

The central mission of CWRA is to help non-traditional students, students of color, First Generation college students, and others – weather the personal and academic challenges that hinder their ability to stay in school and eventually graduate. There has been an increased emphasis among higher education officials, especially on the Indiana Commission for Higher Education (ICHI), to encourage non-traditional students to return to school and complete degrees. An analysis of our services and use of resources will position us to more efficiently help returning students, and leverage partnerships with other departments, offices, and potentially outside agencies to enhance those services.

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?

- Convene a study group of staff, faculty and students to collect available data, develop and conduct a student survey, research best practices at other institutions, and catalog resources that are available for the Center’s work.
- The study group will issue recommendations on aligning and improving services to non-traditional students.
- The CWRA staff will develop an implementation plan based on the study group recommendations.

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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?

- Our student survey will give us a clearer picture of the challenges our students face, and the services they need from CWRA to succeed.
- Our survey data and study group research will give us valuable information on developing programs, workshops and other educational opportunities for our students. (This will be measured by student census at events and individual conversations.)
- Our study group process will help us improve the efficacy and quality of our programs for students. (This will be measured by student evaluations.)
- The retention rate of the students we serve will improve. (This will be measured by examining the university’s retention data from year to year.)

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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 use the energy and creativity of CWRA’s student workers – most of whom are non-traditional and/or First Generation college students. By deploying their talents more efficiently, we believe we can carry out the study group’s recommendations without additional material resources.
14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

NA

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

NA

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

CUL - # of positions needed  
Benefited  Select Yes/No

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

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

NA
**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 anticipated.

**RUBRIC**

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

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

19. What is your timeline for accomplishing this goal?

1-2 years

### 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:

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Goal 2

1. Enter a unit goal:

   Develop a non-intrusive instrument to better assess the effectiveness of services provided to individual students at the Student Advocacy Center.

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

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

In an era of scarce resources, it’s vital to use material and human resources efficiently. In developing a record-keeping database that would allow us to better assess the effectiveness of our services without intruding on the relationship between students and staff members.

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

We are using Advisortrac to record basic information about our meetings with students, and hope to begin investigating Advisortrac’s reporting capabilities, which we hope will allow us to more efficiently track student retention.

We have begun evaluating and experimenting with our database to determine what information we need to track. We have not yet done so, but plan to begin using Symplicity, hopefully in collaboration with other units to avoid duplication of effort.

We are also beginning to use the “Community” application (managed by Student Life) to communicate more effectively with our non-traditional and First Generation student cohorts.

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

We plan to continue developing our database in consultation with other SA units, especially SST, which has extensive experience in tracking student performance.

We will continue to use Advisortrac, and to better understand the application’s reporting capabilities. Specifically, we’re seeking information on the persistence, retention and graduation rates of the students who seek individual assistance and/or take part in our programs and workshops.

We will continue using “Community,” in collaboration with other units, especially Student Life, with a goal of learning from and building on their experience.

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

Obviously, we haven’t made as much progress on this goal as we had hoped during 2015. For that reason, our performance measure for this goal is essentially the same as last year’s: to complete the construction of a database that will help us more efficiently track our students’ progress toward graduation.

| 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. |

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 harness the deep technical knowledge of our student workers to help bring a completed database into existence.

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

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

NA

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
  Non Recurring: Select Yes/No
  $$: Click here to enter amount.
- S & E — Recurring: Select Yes/No
  Non Recurring: Select Yes/No
  $$: Click here to enter amount.
- Equipment — Recurring: Select Yes/No
  Non Recurring: Select Yes/No
  $$: Click here to enter amount.
- Other: Describe: Click here to enter text.
- Other — Recurring: Select Yes/No
  Non Recurring: Select Yes/No
  $$: Click here to enter amount.

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

NA
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 anticipated.

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates:  January-February, 2016: Work with Advisortrac coordinator to better understand reporting tools and begin generating reports on student retention and persistence. January-March, 2016: Partner with student workers to develop a more responsive database. January-March 2016: Develop a Community-based database of non-traditional students, and develop an efficient and effective communication protocol.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:

Partner with Women's Studies and/or other interested campus groups or departments to seek grant funding to establish and staff a women's center that would advocate for the social, political, and economic interests of IPFW's women students, faculty and staff.

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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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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| **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  
Benefited  

S & W — Recurring  
Non Recurring  

S & E — Recurring  
Non Recurring  

Equipment — Recurring  
Non Recurring  

Other: Describe:  

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

Click here to enter text.

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**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 4

1. Enter a unit goal:

   Continue to build and refine Being First, our grant-funded outreach program for First Generation students at IPFW, and work to identify and strengthen partnerships with other departments and programs that serve First Generation 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?

   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?

Just over half of IPFW’s student body is made up of First Generation college students, those who are the first members of their immediate families to go to a four-year university. Statistically, First Generation students bring some unusual challenges to campus with them, which are reflected in their lower retention and graduation rates.

First Generation students are often unfamiliar with college protocols, the financial aid system or the expectations of faculty. They sometimes lack support from family and friends for their college goals, and they often struggle with “Imposter Syndrome.”

Being First was created two years ago in the Center for Women and Returning Adults to help First Generation students understand their challenges, and figure out ways to overcome them.

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

One year ago, Being First was struggling to connect with First Generation students. We offered a series of workshops on overcoming the challenges First Generation students faced, but they were poorly attended.

During the spring and summer of 2015, we retooled our message and delivery system, developed a logo, and set out to find our constituency with a series of information tables, more effective collaboration with other departments, including SST and TRiO, and a more determined outreach effort for our workshops and other programs.

As a result over the past year, our database of engaged students has grown from about 30 to nearly 200 students. Our workshop series, which covers such topics as financial aid, overcoming Imposter Syndrome, and getting involved on campus, has been uniformly well-attended, and we’re looking at expanding our efforts, and enhancing our visibility during the next year.

We also began offering on-line tutoring to Being First participants in Biology, Chemistry and Math by a First Generation student using Purdue’s secure internet system.

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

In addition to our regular workshop discussion series in Spring and Fall 2016, we are also planning a couple of social events in Spring 2016, including a bowling night at Crazy Pinz, and an end-of-school-year celebration.
Because so many of IPFW’s faculty and staff were also First Generation college students themselves, we will begin offering them an opportunity to demonstrate their First Generation solidarity with a wall plaque (similar to the plaque displayed by Safe Zone workshop graduates) that says: “I was First Generation Too.”

We’re planning to expand our virtual tutoring services to include tutoring in social sciences.

We will launch a Being First community using the “Community” application, which we hope will enhance our ability to communicate more effectively with our student base, and foster a stronger group identity among First Generation students.

As in other areas of CWRA operations, we’re working on making our student database yield more information on student retention and persistence.

| RUBRIC |
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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 aim for increasing the number of students who attend our workshops and events.

We will look at the number of faculty and staff members who take part in our “I was First Generation Too” program, and develop an evaluation tool to gauge the program’s reach and effectiveness.

We collect and compile student evaluations at all of our events, and will continue to use student feedback as a benchmark for continuing and developing our programs and workshops.

We will aim for increasing the number of students who use our virtual tutoring services.

We will examine persistence and retention data for students who attend our programs in comparison to First Generation students who don’t participate, and compare them with no First Generation students.

We will develop and execute a First Generation student survey during Fall 2016.
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   Yes.

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

   We will continue to use our resources to provide food for workshops and other events, design and printing costs for printed materials, and salaries for our two student coordinators.

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

   NA

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

   NA
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?

NA

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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?

In the 18 months since its launch, Being First has been the recipient of extraordinary support from faculty and staff all over the university, who have contributed their time, talent and energy to our workshops and programs.

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| TASK FORCE COMMENTS AND/OR QUESTIONS: |

19. What is your timeline for accomplishing this goal?

1-2 years


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

1. Enter a unit goal:

Reinvent the Omicron Psi National Honor Society for non-traditional students as an IPFW-based program, after the founders announced its closing in June 2014.

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: While we believe that reestablishing an Omicron-Psi presence on the IPFW campus is a worthy goal, CWRA doesn’t have the staff or the resources to do so at this time. However, we hope to revisit this issue over the next year with the study group, and may decide to bring it back as a goal in 2017.

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?
    Click here to enter text.
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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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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.

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   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
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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:

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 - #1

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

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

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

4. If eliminated or modified, state reason:
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   - □ 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
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6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

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

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

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

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

Click here to enter text.

| 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

Click here to enter text.

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<td>No budget information is provided.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Click here to enter text.

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

Click here to choose.

Dates: Click here to enter text.

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<td>No time frames are included with the performance measures.</td>
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TASK FORCE COMMENTS AND/OR QUESTIONS:
New Goals for 2015-2016 - #3

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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| TASK FORCE COMMENTS AND/OR QUESTIONS: |

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

Click here to enter text.

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| 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.

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<td>S &amp; W — Recurring</td>
<td>Select Yes/No</td>
<td>S &amp; E — Recurring</td>
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<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>Non Recurring</td>
<td>Select Yes/No</td>
</tr>
<tr>
<td>Equipment</td>
<td>Select Yes/No</td>
<td>Equipment</td>
<td>Select Yes/No</td>
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Other: Describe:  

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

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

Click here to enter text.

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

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

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

Click here to choose.

Dates:  Click here to enter text.

| 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 - #4

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

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

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**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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**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  
Benefited  Select Yes/No

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

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

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

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

Click here to enter text.

| 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 - #5

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<th>2nd Plan 2020 Goal</th>
<th>Area I Goals</th>
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<tr>
<th>3rd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</table>

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

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  
Benefited Select Yes/No

S & W — Recurring  
Non Recurring  

S & E — Recurring  
Non Recurring  

Equipment — Recurring  
Non Recurring  

Other: Describe:  

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

Click here to enter text.

| 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.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
</tr>
<tr>
<td>No time frames are included with the performance measures.</td>
</tr>
</tbody>
</table>

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