2015

University Strategic Alignment Process Report

Indiana University – Purdue University Fort Wayne

Education and Public Policy
Part I

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

   All programs and services offered through CEPP prepare graduates to influence the quality of life in their communities by working as educators, counselors, health service administrators, and serving in fields of criminal justice, environmental policy, legal studies, and public management. In a proportional blend of classroom instruction and application of new knowledge through extensive field experiences, the knowledge, skills, and dispositions of CEPP graduates reflect the vision of the CEPP “to promote the common good in the dynamic arenas of education and public policy”.

   Aligned with the IPFW intent to provide local access to programs recognized globally, CEPP graduates hold licenses and credentials that are transferable among many states, thereby extending the reach of their intellectual, social, and economic impact. Because of the quality of their professional training experiences, they build the positive name of IPFW as they work in their chosen fields.

   In particular, with a “retirement bubble”, mid-career professionals leaving the field, and new teachers leaving after a few years of service, the growing teacher shortage will be a significant challenge for the region. IPFW houses one of the largest teacher-education programs in the state, and depending on the metric and which units are counted, teacher education is either the largest or second largest subject area on campus (600+ undergraduates in Educational Studies, another 150 between COAS and VPA, and 120 graduate students in Professional Studies). These students provide thousands of hours of community service in methods courses, practica, internships, and student teaching.
**RUBRIC**

<table>
<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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</thead>
</table>

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

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

- Successful hires of four tenure-track lines (one in Professional Studies, three in Educational Studies) and three clinical faculty (one in Educational Studies, two in Professional Studies).
- Recruitment and Retention: *Be A Teacher/ Be A Public Servant* marketing campaign initiated. Informational brochures created for all programs in the college. In addition, professionally produced displays produced for college marketing.
- The Kappa Delta Pi honor society for education was resurrected at IPFW and inducted its first cohort of honors students.
- Wayfinding signage purchased for NF240, 243, and 270 college and department office suites.
- A mentoring program was implemented for new faculty development within the college.
- College equipment and office suite furniture purchased. Offices renovated and updated. The creation of NF 270 as the Counseling Office Center was completed for fall semester. Updating of technology in NF 257 with a new camera and digital equipment installed.
- Regular email updates from the Dean’s office released to the college.
- Lutheran Foundation Grant awarded to Professional Studies to assist with IPFW Community Counseling Center—the first Lutheran Foundation grant in IPFW history (LF is the largest foundation in Fort Wayne).
- Faculty of Professional Studies led the development of IPFW Leadership Doctorate.
- Crucial Conversations, a CEPP flagship discussion series open to the campus and community professionals launched in the fall centered on issues in Education (teacher shortage), with a spring topic related to Public Policy (race and policing).
• A professional development workshop for CEPP faculty centering on technology in the ever-changing workplace, led by area professionals kicked off the fall semester.
• Year-end celebrations recognizing our students’ accomplishments and our donors’ generosity returned to the annual calendar after a several-year hiatus.
• The Department of Education and Pearson Testing paired for a meeting at IPFW that invited educators statewide for a meeting regarding teacher testing. It rated IPFW at the top for venue, convenience, and accommodations.

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<tr>
<td><strong>To what extent did the unit provide evidence that accomplishments align with the mission of the University?</strong> (Only include accomplishments that are not included with goals)</td>
</tr>
<tr>
<td>The unit did not provide evidence that accomplishments align with the mission of the University.</td>
</tr>
<tr>
<td>The unit provided evidence that accomplishments somewhat align with the mission of the University.</td>
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<tr>
<td>The unit provided evidence that accomplishments align closely with the mission of the University.</td>
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</table>

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

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

**Accreditation**

Accreditation is required of all education programs housed in CEPP by NCATE/CAEP and nationally recognized by their Specialized Professional Association (SPA) to receive approval by the State of Indiana. Without state approval, graduates of a program cannot receive a license by the state in their professional areas. Currently, the education unit received accreditation through spring 2019. To receive program approvals under the State of Indiana and in preparation for the 2018 CAEP self-study, thirteen (13) program reports will be submitted to their appropriate SPA no later than March 15, 2016.

Counselor Education desires national recognition by CACREP and completed a self-study last year to begin the process. However, at the time the self-study was submitted, counseling faculty levels fell below the minimum required by CACREP so the self-study was returned until the required staffing level is met. At this time, a faculty search is in progress with the expectation that the CACREP self-study will be updated
and resubmitted next year. The School Counseling program remains fully accredited under NCATE.

Public Policy has decided to seek initial accreditation for their MPM degree by NASPAA. Previously, their MPA was accredited, but due to significant curricular overlap with the MPM (which has fewer credits), that program is being phased out.

**Impact of Accreditation**

Meeting rigorous accreditation requirements is national recognition of outstanding program quality and commitment to continuous improvement. Accreditation serves to attract potential students and provides assurance to potential employers or higher education programs that program completers received high-level training and education under the scrutiny and accountability of the highest levels in the field.

Meeting accreditation requirements requires extensive financial, human, and technological resources. Annual dues are high and remaining fully informed of frequent changes in accreditation standards, policies, and practices requires frequent participation at state and national business meetings. Costs of conference registration and travel are rising each year, but non-participation in such meetings creates a risk of missing information essential to meeting ongoing accreditation requirements.

Oversight of the accreditation process consumes extensive administrative time in both acquiring needed information and transmitting it to faculty and staff who share responsibility for various required steps in retaining accreditation. In education, the accreditation process is a function of both individual program approvals and unit systems that drive/support program quality. Consequently, human capital is required to coordinate all programmatic and human practices outlined by NCATE/CAEP, CACREP, and NASPAA. We currently track hundreds of student learning outcomes across scores of key assessments in dozens of courses—year-round. Accreditation relies on data inputs and data-driven demonstrations of candidate proficiency and program impact; thus, collecting and housing data for faculty analysis requires integrated electronic data systems such as Task Stream to meet accreditation requirements.

Accreditation also brings significant constraints on the students we can admit to our programs, the content of our courses, and the need for assessing graduate level performance after graduation.
Federal and State Laws

All education programs fall directly under the laws and regulations of the State of Indiana and indirectly under the U.S. Department of Education. Ever-changing state certification requirements and school accountability laws drive teacher, school counselor, and school principal preparation requirements. In addition to mandated courses and field experiences, performance by program graduates as measured under state accountability laws is included in the combined accreditation and state program approval processes. Under new Indiana law, teacher education programs must now provide performance data on their graduates’ teaching performance in P-12 schools for the first three years of their professional experience. We are presently working with the IDOE on mechanisms for handling teacher performance data.

The U.S. Department of Education is in the process of launching nation-wide assessment and grading of teacher education programs. If the proposed rules are enacted, colleges of teacher education will have significantly higher demands in external reporting, possibly requiring additional human resources such as an administrative professional instead of redirecting even more faculty time than currently allocated. The U.S. DOE also requires regular Title II (several times a year) and PEDS (annual) reporting, consuming both staff and faculty time.

Admission to initial educator licensing programs requires a candidate to pass state examinations that measure reading, writing, and mathematics. State teacher licensing requires a candidate to pass both a test of content knowledge and a pedagogy test. Similarly, counseling graduates must pass the Marriage and Family Therapist examination (AMFTRB) in order to enter professional practice.

Impact of Laws

Professional credentialing and complying with state and federal regulations assures the community of quality services provided by such professionals. This raises the reputation of IPFW to a national status due to its accreditation, and further enhances the quality of service performed by its graduates.

Meeting and monitoring compliance with extensive laws requires significant time from dedicated faculty and staff that maintain familiarity with such laws and a working relationship with those individuals and organizations that oversee compliance with them. Compliance also requires a well-organized system of recordkeeping and problem resolution.
## 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?

Please note: the academic performance metrics speak to the performance of the departments in the college, and only indirectly to the Office of the Dean.

**Teacher Education:**

The Departments of Educational Studies and Professional Studies house teacher education, and the first two years of courses are offered in several COAS and VPA programs. In fact, VPA has one of the largest music education programs in the state. Mirroring other programs nationally, teacher education enrollments have fallen drastically. However, through significant changes in recruitment and retention activities, Educational Studies has maintained relatively stable enrollment for three years, while other programs have continued to decline.

The CRI report notes that more teachers are needed, and the rate of teachers abandoning the field continues to grow. Teacher shortages around the nation are increasing at alarming rates.
Public Policy:

Public Policy enrollments have continued to decline after the recession boom, both from fewer students entering and from significantly increased graduation numbers. Criminal Justice remains the majority of the enrollment, with Healthcare Administration a strong program with significant growth opportunity. Please note that there is a coding error from whatever campus entity reports to federal IPEDS data, showing the CRI report that there is no Criminal Justice major. The reality is that the degree related to the CJ major changed, but the program remains large, with approximately 170 students.

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

N/A

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

James Burg, Dean

Terri Swim, Associate Dean
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:

   CEPP Goal #1: Maintain or increase program enrollments. Due to changes in K-12 licensure and the negative effects on the field of teaching, enrollments in teacher education programs are down across the nation and are especially high in Indiana. Due to implementing retention projects, the teacher education program has maintained enrollment for the past three semesters. Maintaining our enrollment will be a significant challenge in the present environment. Counselor Education enrollment is capped due to capacity issues and rejects approximately 50% of its applicants. Other programs in the college, such as Healthcare Administration are growth areas which need targeted intervention.

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 IA.1 or IA.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

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

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<tr>
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<td>Choose an item.</td>
<td>Choose an item.</td>
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<td>2nd Plan 2020</td>
<td>I.B.4</td>
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<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</table>
7. Is the unit goal a high, medium or low priority?
   
   High

8. Why is this goal important to your unit, the university or both?
   
   The CEPP plays a significant role in the overall health of the university. Our teacher education programs are some of the largest in the state, and at the university. With a growing teacher shortage, increasing the enrollment in teacher education programs is important not only for our college’s enrollments, but to meet the increasing demand for teachers in the region. It is also important to the university, as almost all of the teacher education courses in the first two years of their major are courses offered in COAS and VPA.

   Other programs, such as criminal justice, are equally important to the university due to their number of majors. Unfortunately, the negative press surrounding policing may be contributing to the decline in enrollment in this program.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   
   While enrollments in other teacher education programs in Indiana are still declining, our programs have been relatively stable for three years, and this spring semester shows a slight increase over last spring. Unfortunately, enrollments in the Department of Public Policy continue to decline through increased graduation rates and decreased backfilling of undergraduates. Graduate students in Public Policy have increased this year.

   Action Steps:
   
   1. Produce a Recruitment and Retention Handbook that outlines the expectations for all members of CEPP, identifies available resources, and suggest best practices for both recruitment and retention of students.
      a. It was determined that this action step was premature. As we are experimenting with new practices and have yet to determine which practices work best for our students, creating a handbook would only cement those things that need to continue to evolve.
   
   2. Identify underserved populations (adults, minorities, second career workers, etc.) for targeted recruitment.
      a. Through internal data analysis and conversations with community stakeholders, we have identified African American and Hispanic students in teacher education and criminal justice majors as targets for recruitment.
3. Expand advising skills to meet the needs of special populations.
   a. A person of color was hired to fill a vacant advising position, a position that specifically interfaces with new student recruitment and the first two years of teacher education.
   b. Standardized responses have been created for when we receive notice of students being placed on academic probation.
   c. Work continues on exploring various student populations and the specific needs they represent.
4. Examine instructional delivery of courses to ensure alignment with student interests and professional expectations.
   a. Work continues in this area.
5. Pilot innovative instructional practices that pique student interests while meeting professional expectations.
   a. A mobile technology initiative (though iPads) was launched to increase student interest in the one-to-one teaching pedagogies being used in P-12 settings.

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

    Revised Action Steps:

    1. Expand advising skills and faculty mentoring to meet the needs of all students.
    2. Examine instructional delivery of courses to provide diversified instruction to meet the needs of IPFW students.
    3. Continue to build connections with new Admissions office personnel and key community stakeholders to recruit students.
    4. Continue improvements of the Curriculum Lab, Student Café, and assigned classrooms to provide environments for student engagement, learning, and retention.

| RUBRIC |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

We will continue to assess progress based on the accomplishments of stated activities along with active monitoring of semester enrollments for each major to determine if they are decreasing, maintaining, or increasing. We developed an in-house, weekly report that starts when registration opens and closes with the release of IR final data. This report shows enrollments by every major and minor in the college as well as teacher education programs in COAS and VPA on campus.

RUBRIC

Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).

| 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?

1. We have dedicated 0.25 FTE of a clinical faculty member in Educational Studies to support recruitment and retention activities.
2. We are self-funding (DCS funds) a 0.25 FTE graduate assistant in Professional Studies to support recruitment and retention activities.
3. We have self-funded (DSC funds) an external contractor to assist us with improving digital and print communications.
4. We are self-funding handouts, t-shirts, and other branded items to promote a sense of
student identity of becoming a teacher, counselor, or leader.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.
17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

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

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

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

On campus, the notable failures of the Admission’s office have been a significant issue for the past two years, leading the CEPP to create its own admissions-like functions. Similarly, the lack of campus resources to promote communication and marketing has led us to outsource these needs. Finally, there the campus does not market, recruit, or admit graduate students to our IU-mission programs. This situation creates that faculty alone are responsible for these activities and the survival of their programs, which is why we are building the in-house capacity to meet these needs.

For external constraints, as state and federal policy-makers scramble to “save education” through even more laws and regulations, practicing educators become more disenfranchised and are the anti-recruiters for their own profession. We continue to advocate with teaching professionals to address this issue. As mentioned, negative press regarding policing may be effecting enrollment in criminal justice.
### RUBRIC

<table>
<thead>
<tr>
<th>Are clearly stated challenges identified for each goal? (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</th>
<th>Challenges are not included in the unit's report.</th>
<th>Challenges are listed but they are not clearly stated.</th>
<th>Clearly stated challenges are included for this goal.</th>
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#### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

1-2 years

Dates:

### RUBRIC

<table>
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<tr>
<th>Are time frames included for each performance measure (metric)?</th>
<th>No time frames are included with the performance measures.</th>
<th>Some of the performance measures include time frames.</th>
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#### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 2

1. Enter a unit goal:

CEPP Goal #2: Document program quality in accordance with state and accreditation requirements.
Most of the programs in the college require sophisticated assessments of candidates' performance abilities. In teacher education, this assessment extends into graduates' working careers where their K-12 students' data is used to assess our programs' effectiveness. In addition, the compliance and reporting demands for teacher education accreditation, along with proposed federal and state changes, greatly increases the resources necessary for external reporting. Finally, it is important for the CEPP to maintain its focus on using assessment to assist in student learning and improving the curriculum (and not simply external compliance), something we were praised for in our accreditation visit last year.

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
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☐ Other:  If ‘Other’, click here to explain.

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

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

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

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<tr>
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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?

   We must maintain extensive high-quality assessments to meet accreditation standards and Indiana Department of Education requirements. We have learned a significant amount about building meaningful assessments, using Task Stream to code and report on student progress, and in adapting curriculum based on assessment findings that we complete three times a year. These skills could prove useful to the campus as additional demands are placed on all units for improved assessment.

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

   Three different accrediting bodies are represented in the college. CAEP, is a new conglomeration of two previous accrediting bodies for education. CACREP is the national accreditor for Counselor Education, whose initial accreditation process is temporarily on hold until the program regains the minimum number of faculty required. NASPAA is the accreditor for graduate programs in public affairs leadership and policy. The majority of the work this year focused on preparing the education programs for the new CAEP system.

   Action Steps

   1. Produce a CEPP Accreditation Handbook that identifies continuous improvement expectations for faculty and staff including collection and use of high-quality data to improve program effectiveness.
      a. CEPP eliminated this action step because the efficacy of developing a college-wide handbook is no longer evident.
      b. Thirteen separate reports were created for the 11 specialized program approvals (SPA- discipline specific accreditations) necessary for CAEP accreditation of our teacher education programs.
   2. Evaluate efficacy of the current tools used for data collection.
      a. Through three rounds of continuous improvement evaluations, each program continues to evolve its assessments.
      b. We continue to evaluate the data collection systems, primarily Task Stream and Qualtrics and the associated databases.
c. Through this continuous analysis, we discovered a structural limitation in the way we were staffing assessment and are in the process of restructuring the resources the Office of the Dean provides this endeavor.

3. Utilize professional community in discussion of changes to enhance program effectiveness.
   a. In each of the three continuous improvement evaluation rounds, our multiple community advisory councils reviewed information and provided feedback.

4. Prepare all programs for the next level of accreditation review.
   a. The faculty and chair of Educational Studies created thirteen SPA reports that required review of all associated key assessments, curriculum maps, and assessment procedures.
   b. Five members of Public Policy travelled to the NASPAA accreditation conference to learn how to prepare the MPM program for initial accreditation.

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

   Revised Action Steps
   1. Continue to evaluate efficacy of the current tools used for data collection.
   2. Continue to utilize professional community in discussion of changes to enhance program effectiveness.
   3. Prepare all programs for the next level of accreditation review.
      a. Prepare, submit, and obtain approval of the 13 SPA approvals required by CAEP and the IDOE.
      b. Build institutional capacity for fulfilling IN HB1388 reporting requirements.
      c. Monitor impact of new federal ESSA changes and respond as necessary.
      d. Monitor new Federal DOE regulations that will grade teacher education programs and respond as necessary.
      e. Work with PPOL to develop an initial self-study for the MPM program with NASPAA.
      f. Work with Counselor Education to recreate its self-study for CACRREP.
   4. Develop new position of Director of Assessment and Analytics (combining previous graduate assistant Data Manager and the Data Secretary roles into a single administrative professional position), and to integrate this role into current assessment processes.
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?

1. Completion and submission of SPA program reports along with initial application to CACREP and NASPAA by the end of spring 2017.

2. Completion of two cycles of continuous improvement reviews by next USAP review.

3. Completion of accreditation, Indiana DOE, Federal DOE reports as required, on time.

4. Successful hiring and integration of new Director of Assessment and Analytics position, as evidenced by increased analytic capacity and decreased demands on faculty and staff time on compliance functions, within one year of start of position.

RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
12. Are you able to accomplish this unit goal with your current monetary and staffing resources?
   Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
   We are restructuring a graduate assistant and secretarial position to fund an administrative professional position. We will continue to use DCS revenue in the Office of the Dean for sending faculty and staff to numerous state and national meetings on accreditation and compliance.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   A reduction in force (secretary position), the matriculation of a long-standing graduate assistantship not filled, and funding from the office of the Dean were reallocated to create the administrative professional position.

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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   | 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.
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Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

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

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

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

It is quite possible that no other entity on campus has to meet so many levels of external mandates. The CEPP has three national accreditors, one of which, CAEP, has 11 sub-accreditations, Indiana code (law), Indiana DOE regulations, federal law (e.g., the new ESSA law and reauthorization of HEA), Title II reporting, and federal DOE regulations.
19. What is your timeline for accomplishing this goal?

1-2 years

Dates:  Click here to enter text.
Goal 3

1. Enter a unit goal:

CEPP Goal #3: Provide strong support for new faculty in teaching, research, and service. Starting in the fall of 2015, nearly one-third of the faculty in the college will be in their first or second year at IPFW. The CEPP must create effective systems for supporting and mentoring these new faculty to promote high-quality teaching and research. In particular, the CEPP will place an emphasis on teaching skills for educating IPFW students (e.g., first generation, large variance in academic preparation/ability, high external commitments to work and family).

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?

It is important to retain and promote our new faculty for stability in the college and to encourage high-quality teaching and research. We must create effective systems for supporting and mentoring the new faculty.

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

Action Steps

1. Build CEPP-wide faculty and staff awareness of the importance of supporting new faculty members.
   a. We held two CEPP college-wide meetings to discuss this issue. During those meetings, faculty brainstormed structures as well as specific strategies for mentoring new faculty.

2. Develop CEPP-specific orientation of new faculty.
   a. As part of the college-wide meetings, it was determined that the dean would meet with the new faculty as a group to welcome them to the university and to provide an orientation. This meeting held in the fall was at an off-site location. We learned an informal setting was not conducive to an “orientation format” but it was a great way to start building relationships.

3. Create ongoing mentoring relationships between senior faculty and new faculty.
   a. A senior faculty member took the lead in meeting monthly with the first and second year faculty members. This was also informal and intended to have a strong focus on research progress. Several new faculty members are in writing groups with each other as a way to receive feedback from others about their writing.
4. Host three (3) professional development experiences that exemplify high-quality teaching, research, and service.

   a. We were able to accomplish a workshop on teaching at the beginning of the fall semester. The workshop covered using technology hosted by a SWAC technology coordinator. We also included a panel of professionals from our community, a county commissioner, school district superintendent, and school HR administrators to have multiple perspectives on this topic.

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

   We plan to take the following actions as we continue this goal:

   1. Develop CEPP-specific orientation of new faculty.
      a. The associate dean will be responsible for organizing a daylong orientation for the new faculty as well second year faculty. Peer mentoring of the first-year faculty should build comradery and help share their perspectives on the first year. This will build on, rather than replicate the work of AVC Dixon.

   2. Create ongoing mentoring relationships between senior faculty and new faculty.
      a. Having one-person serve in this role this past year was both helpful and a challenge. It provided a single contact point, but limited diversity of opinions. We will encourage additional senior faculty to participate.

   3. Host three professional development experiences that exemplify high-quality teaching, research, and service.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

While completion of the activities is a primary metric, we will continue with our regular practice of conducting after-action reviews for each activity to evaluate quality and impact. This may include surveying faculty on their satisfaction of the programming. The successful progress toward reappointment will be an additional measure of success.

| 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?

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?

Action steps one and three (orientation and professional development) are a part of the associate dean’s portfolio of responsibilities. For the second action step, we will recruit additional senior faculty to mentor new faculty.

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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   Benefited  Select Yes/No

   S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
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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.
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

We are working to change an internal faculty culture that new faculty are solely responsible for their career success and that any intervention is the responsibility of other units on campus. It is the goal of the Dean’s office to promote deliberately a developmental mindset that both individual and systemic growth throughout the college.

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates:  Click here to enter text.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 4

1. Enter a unit goal:

CEPP Goal #4: Determine advisability and feasibility of creating an interdisciplinary leadership Ph.D. degree program.
The CEPP receives regular inquiries for a doctoral program in K-12 educational leadership, higher-education leadership, and in organizational or global leadership. As a college with graduate programs in Educational Leadership, Public Affairs, and Public Management (including Healthcare Administration), the CEPP is well-positioned to coordinate such a degree program. In addition, several of the other IU regional deans of the Schools of Education are interested in partnering with IPFW. An interdisciplinary doctorate would take new levels of cooperation between programs at IPFW along with creating a vision of leadership as a core discipline, with cognates in specific fields (e.g. K-12 or organizational/global leadership), rather than leadership being discipline specific. Core courses in this program would be large for a doctoral program, while cognates would have lower enrollments.

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?

The goal, as stated, received support from the chancellor and VCAA for the degree. Alliances and collaboration built with OLS, DBS, and VCSA McClellan in the building of the degree. DCS and AVC Sternberger were involved and assisted in running focus groups and community-wide surveys. CRI developed an analysis of regional need for the degree. The program design is to serve cohorts of 15 doctoral students per year and should be revenue-neutral (balancing tuition with cost). Due to LSA challenges with IU and PU, the VCAA has moved the sponsoring college from CEPP (IU) to ETCS (PU). Due to this change, and continued lack of clarity with the LSA, the next steps for this degree are unclear.

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

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

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

5. Type of goal:

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

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

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

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

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

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

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

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

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

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

RUBRIC

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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. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to choose.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

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.

| 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 5

1. Enter a unit goal:

CEPP Goal #5: In cooperation with the College of Health and Human Services, build a health services building signifying healthcare as a signature "program" at IPFW. IPFW is a healthcare campus, but has never branded itself as one. We have programs in nursing, dental, radiography, communication science and disorders (speech and audiology), counseling, marriage and family therapy, music therapy, healthcare administration, and the IU medical school. Presently, our training clinics are spread across campus in a disjointed manner, limiting both branding and community access. A combined facility could facilitate medical recordkeeping, receptionist and clerical duties, as well as shared classroom and research space. The facility could potentially be operated in conjunction with a major healthcare system. The goal is not to replicate the medical research capacity of IUPUI, but to create a vision of campus with excellence in training healthcare providers. Therefore, the goal is not simply in providing community service, but to attract top students into our healthcare programs and to provide them with facilities in which they can be proud to learn and work, rather than apologetic to the clients they serve.

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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<td>I.E.1</td>
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7. Is the unit goal a high, medium or low priority?
   
   High

8. Why is this goal important to your unit, the university or both?
   
   IPFW is a healthcare campus that has never promoted itself as such. With the designation of one of the academic “signature clusters” as healthcare, the addition of dedicate space, with modern clinics, would greatly improve our ability to train students, serve the community, and brand the campus as a one that provides high-quality healthcare education.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   
   Both the VCAA and chancellor have approved the project. A coalition of deans from HHS, EPP (Counselor Education and Healthcare Admin), VPA (Music Therapy), ETCS (possible bio-engineering), the IU Medical School, along with the chancellor, met several times in the fall semester. A tentative, high-level plan was outlined, but the process stalled this semester when the LSA report complicated plans.

10. What action(s) does your unit plan to take to support this unit goal?
    
    Until further clarity is found on the LSA recommendations, it is unclear when work will resume on this project. As such, several of the following sections are left blank.
    
    If work resumes, the initial actions will be to further define the purpose of the building, determine the associates clinical spaces necessary to meet that purpose, and to begin architectural planning. In subsequent years, state approval and funding will need to be secured.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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

Click here to choose.

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

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

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

- **Other: Describe:** Click here to enter text.

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

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

Click here to enter text.
### RUBRIC

**Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)

<table>
<thead>
<tr>
<th></th>
<th>No budget information is provided.</th>
<th>Budget plan is included but is not clearly stated.</th>
<th>Goal has a clearly stated budget plan.</th>
</tr>
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</table>

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

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

Although a working group of IPFW programs representing both IU and Purdue missions were able to conceive and propose such a building with the IU School of Medicine, the current tensions between parent campuses have made progress challenging. On the positive side, one of the LSA recommendations includes support for the building.

### 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.

<table>
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<tr>
<th></th>
<th>Challenges are not included in the unit’s report.</th>
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<th>Clearly stated challenges are included for this goal.</th>
</tr>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.
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<td>TASK FORCE COMMENTS AND/OR QUESTIONS:</td>
<td></td>
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New Goals for 2015-2016 - #1

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

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

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

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

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

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

5. Type of goal:
   
   ☐ Create/Develop   ☐ Eliminate/Discontinue   ☐ Improve/Enhance
   ☐ Increase Efficiency   ☐ 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?

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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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| **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  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 |
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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.

| 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 - #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?

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

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

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

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.

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed
Benefited

S & W — Recurring
Non Recurring

S & E — Recurring
Non Recurring

Equipment — Recurring
Non Recurring

Other: Describe:  

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

Click here to enter text.

| 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. |

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>
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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.**

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

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

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

Click here to choose.

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

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

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

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

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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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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?

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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.

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

   Benefited  Select Yes/No

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

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

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

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

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

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

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

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

   Click here to enter text.

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

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

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

   Click here to enter text.

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

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

Click here to choose.

Dates: Click here to enter text.

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

| RUBRIC |
|-------------------|-------------------|-------------------|-------------------|
| **Are clearly stated performance measures provided for each goal?** | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

Benefited  Select Yes/No

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

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

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

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

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

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

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

Click here to enter text.

| 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.

| 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:**