2015

University Strategic Alignment Process Report

Indiana University – Purdue University Fort Wayne

General Studies
Part I

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

The Bachelor of General Studies (BGS) provides a unique framework for an interdisciplinary education founded in the arts and sciences. A key characteristic is the flexibility that allows students to individualize the program, incorporating their academic and career goals into the degree requirements. Graduates of this program will have knowledge and awareness that will enable them to be effective citizens and lifelong learners.

The Bachelor of General Studies’ mission statement aligns with the university mission statement as it pertains to “…local access to globally recognized baccalaureate…programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.”

General Studies’ continued contribution to IPFW is in numbers of graduates and majors in the program.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
2. Please list significant accomplishments from the last fiscal year not included in your goals.

Crystal has continued to perfect myBLUEprint audits for the BGS and now has it in a format that is more accurate for student/advisor retrieval. (I. Foster Student Success)

Sandy McMurtrie retired from the General Studies Program in June after 28 years of service. Cassandra Bracht was hired as a new academic advisor. She was previously a graduate assistant for General Studies while in graduate school. (I. Foster Student Success)

Cassandra started offering web advising through WebEx in the fall and numerous distance students have taken advantage of this new opportunity for advising. (I. Foster Student Success)

Numerous student successes among current students and alumni. (supply upon request) (I. Foster Student Success)

Amanda presented with Dr. Irwin Mallin, Communication, at the National Academic Advising (NACADA) Region 5 Conference in Indianapolis in April. (II. Creation of Knowledge)

Cassandra and Julie, as part of a group of faculty and staff, presented a CELT workshop on "The Fundamentals of Advising" on October 2. (II. Creation of Knowledge)

General Studies' graduates and current students' number among the faculty, administrative, clerical, and service staff at IPFW. (II. Creation of Knowledge)

US News and World Report released their online bachelor degree rankings for 2015 and IPFW ranked 8th. General Studies was the first online program at IPFW. (III. Regional Hub)

General Studies began the transition from VACC to COAS. (IV. Create a Stronger University)
### RUBRIC

| To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals) | The unit did not provide evidence that accomplishments align with the mission of the University. | The unit provided evidence that accomplishments somewhat align with the mission of the University. | The unit provided evidence that accomplishments align closely with the mission of the University. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   We are not subject to program-specific accreditations. We do follow state-mandated policies on General Education and state-mandated 4-year plans of study using myBLUEprint. The impact of both General Education and myBLUEprint on what we do involves mostly our many transfer students whose credits do not always “match-up” with either of these policies. Given the nature of the General Studies degree program, there is much customization that has to occur with the degree-audit program. We have been completing 4-year plans of study on all new freshmen.
4. Upon review of your department data, are there any data you wish to comment on or contextualize? (Note: Populated metrics will be distributed to departments in January.)

General Studies is a unique degree program that allows students to customize their program to meet their individual interests and career objectives. There is a framework that students follow that provides guidance to make these choices. The majority of General Studies’ students are juniors and seniors. Many of the students are returning adults with life circumstances that restrict them from graduating within the traditional four-to-six-year time frame. These students face unique obstacles to earning their degree including the role of single parents, working 30+ hours a week, first generation college, caregivers for parents and other relatives, juggling many roles, and college is not their primary responsibility. Many times these students sit-out a semester or several and then come back. They need the flexibility that a degree in General Studies offers.
For several years, the rubric for admission of returning adults held adults to a higher standard than traditional high school admits. Their high school grade point average had to be a 2.8 or above in order to be admitted and there were no provisions for conditional admittance. High school admits were regularly admitted with a 2.8 or better high school grade point average but if they had a 2.0 or better, they could have conditional admission. There was very little attention paid to recruiting adult students for the last couple of years as well. General Studies was not listed in the new view book or invited to participate in some of the campus admission activities. We had to continually push to be included in events.

We are forging new relationships with the current admission administration and participating in new recruiting/campus activities. General Studies will also be listed in the new view book.

The following data was discussed with the VCAA for reporting on General Studies:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>693</td>
<td>687</td>
<td>633</td>
<td>581</td>
<td>578</td>
<td>529</td>
</tr>
<tr>
<td>Graduates</td>
<td>74</td>
<td>78</td>
<td>99</td>
<td>62</td>
<td>54</td>
<td>70</td>
</tr>
<tr>
<td>Credit Hours</td>
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<td>6663</td>
<td>6175</td>
<td>5932</td>
<td>5924</td>
<td>5393</td>
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<tr>
<td>Minors*</td>
<td>65</td>
<td>59</td>
<td>59</td>
<td>52</td>
<td>44</td>
<td>61</td>
</tr>
</tbody>
</table>

*Top minors: Psychology, Communication, OLS, & Sociology
Specific information on numbers of minors is available upon request.

<table>
<thead>
<tr>
<th>*GS Majors by Class Standing</th>
<th>Spring ‘15</th>
<th>**Summer ‘15</th>
<th>Fall ‘15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>40</td>
<td>17</td>
<td>79</td>
</tr>
<tr>
<td>Sophomores</td>
<td>69</td>
<td>27</td>
<td>69</td>
</tr>
<tr>
<td>Juniors</td>
<td>158</td>
<td>47</td>
<td>127</td>
</tr>
<tr>
<td>Seniors</td>
<td>343</td>
<td>141</td>
<td>301</td>
</tr>
<tr>
<td>***Total</td>
<td>610</td>
<td>229</td>
<td>576</td>
</tr>
</tbody>
</table>
*This information will be kept each year for future reference. Previous years' information may not be accurate because of frozen data.
**Summer classification may not be accurate as class standing is updated only in the spring and fall.
**Total includes both primary and secondary registered GS students

Graduation Credit Hours*

<table>
<thead>
<tr>
<th>Credit Hour Averages</th>
<th>Average Earned Hours</th>
<th>Average Transfer Hours</th>
<th>Average GPA Hours</th>
<th>Average Total Hours</th>
<th>Average Hours After Admission to GS</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2015</td>
<td>134.71</td>
<td>47.90</td>
<td>109.23</td>
<td>182.6</td>
<td>43.52</td>
</tr>
</tbody>
</table>

*This information will be kept each year for future reference. Previous years' information may not be accurate because of frozen data. Many students come in to the program with additional hours that cannot be counted toward the degree program (i.e. Music, Education). Additional information on other graduations in 2015 is available if needed.

5. Who provides advising to your students? (Please check as many as apply)
   ☐ Faculty ■ Peer ☒ Professional ■ N/A

6. Are your students required to meet with an advisor each semester?
   Yes
   Comments: Our students on probation are required to meet with an academic advisor before registering for classes.

7. Does your department have formal advising policies that are to be followed?
   We follow the policies and procedures of the university.
8. Do you collect employment data for your graduates?

We do not formally collect data, it has been antidotal. We have an exit survey that has looked more at satisfaction issues for assessment purposes. We are going to add employment options to it for future information.

9. If you answered “Yes” to Question #8, what % of your graduates from the last academic year (2014-2015) are employed in their field of study or enrolled in another educational program? NOTE: If you do not collect this data by department, we will refer to Destination Survey:

N/A

10. If you reported data in question #9, how was this data collected?

N/A

11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

Not at this time.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/employment-outlook/index.html.

We do agree that General Studies is a leading program here at IPFW. We also agreed with the statement made in the Employment Demand Report “CIP Series: 24_Liberal Arts, General Studies” “…that there are diverse occupations in diverse industries”. One could comment that all General Studies graduates are employed in their degree field.

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

Thank you for your time and efforts. We do agree that some of our goals were broad reaching and needed more definition.
14. Please list the names of the authors of this USAP report.

Cassandra Bracht, Julie Fellers Hook, Crystal Milton, Amanda Seilheimer, and J. Mark Whinery
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:
   Develop, implement, and market the Bachelor of Applied Sciences (B.A.S.)

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?
   Part of the goal has been completed. The program has been developed and is in process through the approval stages.
   **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: **Once the degree is approved then we move on to the marketing stage.**
   **If this goal was eliminated, skip to the next goal.**
5. Type of goal:

☒ Create/Develop ☐ Eliminate/Discontinue ☐ Improve/Enhance
☐ Increase Efficiency ☒ Maintain ☐ Stretch

☒ The focus will be on the marketing aspect once the degree program is approved.

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.)

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Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.
<table>
<thead>
<tr>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1\textsuperscript{st} Plan</strong></td>
<td>I.C.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td><strong>2020 Goal</strong></td>
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<tr>
<td><strong>2\textsuperscript{nd} Plan</strong></td>
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<tr>
<td><strong>2020 Goal</strong></td>
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<tr>
<td><strong>3\textsuperscript{rd} Plan</strong></td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
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<tr>
<td><strong>2020 Goal</strong></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?

   This is a new degree program that will appeal to a new market for degree applicants and graduates.

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

   As suggested by the USAP team, this needs to be two goals now. The development stage has been completed. The approval process is nearing the end. The degree proposal is at the IU Academic Leaders group. So it will go from there to the Board of Trustees and then ICHE. We will continue to support the degree proposal through the approval process.

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

    After the degree proposal has been approved, our emphasis will be on marketing the program. We will continue our previous action plan.
    *Collaborate with Ivy Tech Community College Northeast and WorkOne.
    *Participate in a marketing campaign to advertise degree program.
    *Collaborate with Admissions (CTRs, add to application, recruitment), Registrar (new codes, Bulletin copy), and Marketing (add to web pages).
    *Develop curriculum sheets for various options.
    *Train staff.
    *Develop program in myBLUEprint.
    *Advise and register students.
### RUBRIC

<table>
<thead>
<tr>
<th>Do the unit goals align with the University’s goals?</th>
<th>Goal does not align with the University's goals.</th>
<th>The goal is somewhat aligned with the University's goals.</th>
<th>The goal is clearly aligned with the University's goals.</th>
</tr>
</thead>
</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

**The first metric will be when the degree proposal receives approval. Then we will look at initial enrollment numbers within the BAS program and continual growth.**

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

N/A

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

N/A

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

The degree approval process will not need additional resources. We have sufficient advising staff currently to start the program. We will need marketing expertise and financial support for the marketing process. If degree enrollments expand sufficiently, another academic advisor position and additional S&E may be needed.

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

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<tr>
<th></th>
<th># of positions needed</th>
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<td></td>
<td>Recurrin</td>
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<tr>
<td>Other:</td>
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</table>

General Studies - USAP Report

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

N/A

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

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

If the degree does not receive approval then that would change our goal. Our new goal would be to investigate problems and search for solutions. If the goal is approved, student enrollment may be slow. We will need to try different marketing techniques to increase enrollment.
### 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?

**Less than 1 year**

Dates: Hopefully, approval will be this spring/summer. The technical side, registration codes, addition to admission application, web additions, myBLUEprint program may be developed this summer. Marketing will hopefully occur at the same time. Depending upon approval, we may move everything ahead a semester and look to spring for admission.

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### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:
**Goal 2**

1. Enter a unit goal:
   
   Revise program learning outcomes and assessment process for General Studies Degree Program.

2. Status of goal:

   □ Completed   □ Eliminated   □ Modified   ☒ In Process

   □ New

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

   N/A

   **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

   □ N/A

   Other:

   **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.

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<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Plan</strong></td>
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<td><strong>2nd Plan</strong></td>
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<td><strong>3rd Plan</strong></td>
<td><strong>2020 Goal</strong></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?

   It is important to have a means of assessing the learning outcomes of the degree program.

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

   Kent Johnson and I have met several times and are discussing several possibilities given the nature of the degree. As General Studies does not teach any classes, there are not a set of common courses for assessment. We have been delaying this process until we transition to COAS, meet with the Dean and the General Studies Faculty Committee, and the degree requirements are stable.

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

    We will continue with our plan of action:
    * Meet with Dean Link and discuss his expectations of assessment under COAS.
    * Continue to meet with Kent Johnson, new Assessment Director.
    * Involve faculty from General Studies Faculty Advisory Council.
    * Research learning outcomes and assessment processes from other General Studies Degree Programs at other institutions.
    * Revise program learning outcomes and assessment process.
RUBRIC

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

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

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

*Completion of learning outcomes and development of assessment process.*
*Setting a procedure of assessing different outcomes different years.*
*Starting the process.*

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?

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

N/A

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

N/A

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

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<th>CUL - # of positions needed</th>
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<tr>
<td>Recurrin</td>
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</tbody>
</table>

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

N/A
### 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?

**Time.** General Studies is organizationally moving again in July to COAS. There may be some changes to the degree program. Potential staffing once assessment process is determined, i.e., if capstone course is a requirement, then additional staffing will be needed to teach it.

### RUBRIC

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

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

1-2 years

Dates: Our plan is to develop these outcomes and processes over the next year after we transition to COAS.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 3

1. Enter a unit goal:

Raise awareness of the decline in the returning adult student population and encourage new marketing and recruiting efforts.

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?

N/A

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

☒ If ‘Other’, click here to explain.

Other:

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

☒ Create/Develop
☒ Eliminate/Discontinue
☐ Improve/Enhance
☐ Increase Efficiency
☐ Maintain
☐ Stretch

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

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

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

   The returning adult student population has been declining for several years yet the information from the state and economic development both talk about the large number of adults with none or only partial college work. We would take the lead in bringing together key players on campus to use a tool from Noel-Levitz and CAEL (Council for Adult and Experiential Learning) to look at current returning adult satisfaction and adult student friendly climate on campus. Then assist putting together a marketing campaign to target these students for enrollment.

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

   We have discussed a partnership with the Center for Women and Returning Adults.
   With changes in the Admission Office, a new position posting will include recruiting adult students as part of the job description. (2016)
   As suggested by the USAP Task Force, we would like to break this goal into smaller goals, by starting with the survey and analyzing the results.

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

    We will continue to take advantage of any opportunities to recruit adult students. We are participating with the Office of Admissions by attending Ivy Tech Transfer Fairs Spring 2016.
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<td><strong>Do the unit goals align with the University’s goals?</strong></td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Completion of survey and results analyzed.

Increase adult enrollments and graduation numbers.
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<td>and quantitative measurement is included).</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

No

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

N/A

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

N/A

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

*Discussion of partnerships with Women and Returning Adult Center.

*Re-emphasis on the importance of adult admission.

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.
### General Studies

#### CUL - # of positions needed
- **Benefited**: Select Yes/No

#### S & W —
- **Recurrin**: Select
- **Non**: Select

#### S & E —
- **Recurrin**: Select

#### Equipment —
- **Recurrin**: Select

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

#### Other —
- **Recurrin**: Select

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

**They would be used to complete the survey and analyze results.**
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?

*Time.

*Support on campus from other pertinent services.

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Complete survey and analyze results in next year.
| RUBRIC |
|---------------------------------|---------------------------------|---------------------------------|
| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #1

1. Enter a unit goal:
   
   Develop tracking strategies for student retention and graduation.

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?
   
   N/A
   
   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

☐ Maintain
☐ Stretch

☐

If ‘Other’, click here to explain.

Other:

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.
Area I Goals | Area II Goals | Area III Goals | Area IV Goals
---|---|---|---
1<sup>st</sup> Plan | I.M.1 | Choose an item. | Choose an item. | Choose an item.
2020 Goal |
2<sup>nd</sup> Plan | I.B.4 | Choose an item. | Choose an item. | Choose an item.
2020 Goal |
3<sup>rd</sup> Plan | Choose an item. | Choose an item. | Choose an item. | Choose an item.
2020 Goal |

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

High

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

This goal is important to our unit and IPFW because this will enhance student retention and graduation rates in General Studies.

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

We currently administer some of the provisions in the goal but we had not formalized the whole process into a goal before.

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

*Offer face-to-face, phone, walk-in, and web cam appointments to promote advisor accessibility for student success.
*Contact unregistered students semester-by-semester to increase retention.
*Contact newly admitted students who have not seen an advisor yet.
*Contact perspective students who haven’t contacted General Studies again after the first appointment/contact.
*Use AdvisorTrac to track student appointments.

| 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?

*Persistence rates.
*Graduation numbers.

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<td>Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).</td>
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| TASK FORCE COMMENTS AND/OR QUESTIONS: |

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

Yes

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

We will use our current staff to accomplish these objectives. We have already purchased the WebEx. We have set-up initial acceptance of AdvisorTrac.

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

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

N/A

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 —

- Recurrin: Select
- Non: Select

- Recurrin: Select

S & E —

- Recurrin: Select
- Non: Select

- Recurrin: Select

Equipment —

- Recurrin: Select
- Non: Select

- Recurrin: Select

Other: Click here to enter text.

Describe:

Other —

- Recurrin: Select
- Non: Select

- Recurrin: Select

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

N/A
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?

*Time.
*Shifting priorities as we transition to COAS.

19. What is your timeline for accomplishing this goal?

1-2 years

Dates:  We plan to begin new initiatives this spring.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

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

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

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

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

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

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

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

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

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

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

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

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| The unit provided performance measures but they are not clearly stated. | 12. Are you able to accomplish this unit goal with your current monetary and staffing resources?  
   Click here to choose. |
| Some of the stated performance measures are clearly stated.            | 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. |
| All performance goals are clearly stated.                              | 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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<td>Select Yes/No</td>
<td>$$: Click here to enter amount</td>
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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.
### Rubric

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

- **No budget information is provided.**
- **Budget plan is included but is not clearly stated.**
- **Goal has a clearly stated budget plan.**

### Task Force Comments and/or Questions:

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

   Click here to enter text.

**Rubric**

**Are clearly stated challenges identified for each goal?** (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.

- **Challenges are not included in the unit’s report.**
- **Challenges are listed but they are not clearly stated.**
- **Clearly stated challenges are included for this goal.**

### Task Force Comments and/or Questions:

19. What is your timeline for accomplishing this goal?

   Click here to choose.

   Dates:   Click here to enter text.
| RUBRIC | Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |
| TASK FORCE COMMENTS AND/OR QUESTIONS: |
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       ☐ Maintain              ☐ Stretch
Efficiency

☐ 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.**
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?

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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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<td></td>
<td></td>
</tr>
<tr>
<td><strong>2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>2nd Plan</strong></td>
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<tr>
<td><strong>2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
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<td><strong>3rd Plan</strong></td>
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</tr>
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<td><strong>2020 Goal</strong></td>
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**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?

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

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

   Click here to choose.

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

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

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<th>Category</th>
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<tbody>
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<tr>
<td>Benefited</td>
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</tr>
<tr>
<td>S &amp; W —</td>
<td>Recurring</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>S &amp; E —</td>
<td>Recurring</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Non</td>
<td>Select</td>
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<tr>
<td>Equipment</td>
<td>Recurring</td>
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<td></td>
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<td>Other —</td>
<td>Recurring</td>
<td>Yes/No</td>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

[Click here to choose.]

**Dates:** [Click here to enter text.]
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

__________________________________________________________
New Goals for 2015-2016 - #4

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

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

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

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

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

Other:

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

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

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Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.
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<tr>
<td><strong>2\textsuperscript{nd} Plan</strong></td>
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</tr>
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<td><strong>2020 Goal</strong></td>
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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?

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

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

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

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

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   Click here to choose.

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

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

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<th>Yes/No</th>
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</thead>
<tbody>
<tr>
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<td>Yes/No</td>
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<td>Recurrin</td>
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<tr>
<td>S &amp; E —</td>
<td>Recurrin</td>
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<tr>
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<td>Non</td>
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<tr>
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<td>Recurrin</td>
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<td>Select</td>
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<tr>
<td>Other:</td>
<td>Recurrin</td>
<td>Yes/No</td>
<td>Select</td>
<td>Yes/No</td>
<td>Select</td>
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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.
**RUBRIC**

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

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

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

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**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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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
   
   □ If ‘Other’, click here to explain.
   
   Other:
   
   **If this goal was eliminated, skip to the next goal.**
5. Type of goal:

- [ ] Create/Develop
- [ ] Eliminate/Discontinue
- [ ] Improve/Enhance
- [ ] Increase Efficiency
- [ ] Maintain
- [ ] Stretch

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

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

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

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Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.
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<th>1st Plan 2020 Goal</th>
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<tbody>
<tr>
<td>2nd Plan 2020 Goal</td>
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</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
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8. Why is this goal important to your unit, the university or both?
   
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9. If continuing your goal, what progress have you made or which action steps have been completed?
   
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Describe:

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

### 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
</tr>
<tr>
<td>No time frames are included with the performance measures.</td>
</tr>
<tr>
<td>Some of the performance measures include time frames.</td>
</tr>
<tr>
<td>All performance measures include time frames.</td>
</tr>
</tbody>
</table>

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

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