Part I

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

   The vision of the IPFW Learning Commons is that it will be recognized as an innovative university site for student-driven learning outside the classroom (revised by LCC October 2014).

   The mission of the Learning Commons is to provide a physical place and virtual space for IPFW students, faculty and staff that inspire discovery, encourage study and research, motivate intentional learning, and support personal responsibility for academic success with skilled assistance when and where needed (revised by LCC October 2014).

   **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.

   Added after-hours tutoring to Library/Learning Commons services in August 2014. In May 2015, we had to relocate all tutoring back to Kettler in anticipation of the library renovation.

   ITS replaced original laptops purchased by IPSGA with high-end laptops for loan to students.

   Library/Learning Commons hosted 14 academic events in 2014-2015.
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?

N/A

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:

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?
2014-2015 Library/Learning Commons Metrics

Library/Learning Commons Gate Count. The 3M Gates have electronic body counting software that reports gate traffic.

2014-2015 Gate Count: 405,247

We collect the number of Information/Research consultations with librarians by way of Qualtrics forms completed by library staff for each patron visit or information encounter.


We collect data on visits to tutoring services (including the Writing Center) through TutorTrac. Between July 2014 and May 2015, the Writing Center served 666 students, for 1453 visits and more than 1020 hours of contact. Between August 2014 and May 2015, after-hour tutoring sessions occurred in the Learning Commons. Specific data are not available because we did not code them consistently as being in the Learning Commons. We estimate that 207 visits occurred in the Learning Commons based on the data of after-hour student visits during that time window.

We count the number of Library/Learning Commons Academic events and Activities based on the number of requests submitted by departments and number approved by the Learning Commons Executive Council. Some events occur on multiple days, but are counted as one event.

2014-2015 Library/LC events: 14

We count the number of iPad/Laptops checkouts through our resource management database (same for book loans). At this time these are cumulative amounts. We will be able to report yearly totals next year.

January 2011-June 2015 Laptop checkouts: 7,095

October 2012-June 2015 iPad checkouts: 1,163

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

In general the comments were helpful
6. Please list the names of the authors of this USAP report.

Cheryl Truesdell and Barton Price, Co-chairs, Learning Commons Executive Council
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 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.
Goal 1

1. Enter a unit goal:

   Develop a Learning Commons Service Plan that integrates information literacy, rhetorical literacy and information technology literacy instruction.

2. Status of goal:

   □ Completed    □ Eliminated    □ Modified    ☒ In Process    □ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
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</tr>
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<tbody>
<tr>
<td>I.B.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.E.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</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 Library/Learning Commons is a physical and virtual space that provides academic support services for students. When consulted, these services play a major role in promoting student retention and graduation rates. It is important that we formalize the plan of services, expected outcomes, and assessment of effectiveness.

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

1. Identify core competencies of information literacy, rhetorical literacy and information technology literacy that will be addressed by LC services

   Core competencies and student learning outcomes for information literacy and rhetorical literacy have been identified and are based on Indiana Statewide Transfer General Education Core. Additionally, CASA collects data related to the university’s participation in the Multi-State Collaborative for Assessment of Student Learning Outcomes.

   Information Technology literacy core competencies have not been identified yet.

2. Identify services and programs that support and promote core competencies

   Services and programs that support and promote core competencies have been identified

3. Develop an assessment plan that measures the effectiveness of the LC Service Plan

   Based on USAP team recommendations, action step #3 has been moved to Goal 4.

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

    Based on the USAP team recommendations on this goal, we have revised our action plans for this year to:

    1. Identify information technology literacy core competencies that will be addressed by Learning Commons services
    2. Identify services and programs that support and promote information technology core competencies
    3. Complete Service Plan to be implemented in newly renovated Library/Learning Commons in 2017.
    4. Identify metrics to be used in measuring effectiveness of Library/Learning Commons services
| 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?

Based on the USAP team recommendations on this goal, we have revised our metric to:

Library/Learning Commons Service Plan approved by Learning Commons Council and resources needed to implement the plan are in place.

The Learning Commons Council will review and approve metrics for information literacy proposed by ITS.

| 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?

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?

[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?

We will be able to provide minimal staffing for services in the newly renovated Library/Learning Commons

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

<table>
<thead>
<tr>
<th></th>
<th>Recurring</th>
<th>Yes</th>
<th>$$: 2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>S &amp; W</td>
<td>Yes</td>
<td>Yes</td>
<td>$$: 2,500</td>
</tr>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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</tr>
<tr>
<td>S &amp; E</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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</tr>
<tr>
<td>Equipment</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
<td></td>
</tr>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
<td></td>
</tr>
</tbody>
</table>

Other: Describe:  Technical support to either customize TutorTrac or other campus software to provide better self-service options for students and be able to track impact of services on student GPA

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?

Current budget for part-time student wages for the Learning Commons Consultants is $26,605. The additional part-time wages for students will be used to pay students to complete rigorous training program to serve as Library/Learning Commons consultants (current calculation is based upon estimated 20 hrs. of training per academic year for 14-15 Library/LC consultants at $7.50/hour.

The TutorTrac or other software options should allow students to schedule appointments online, reserve study rooms and track impact on GPA and retention.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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?

Implementing and accomplishing core services within a loose confederation of partners with three units of accountability. No single person can dedicate full time to the task of managing the Learning Commons and its services.
| RUBRIC                                                                                                                                                                                                 | TASK FORCE COMMENTS AND/OR QUESTIONS: |
|---|---|---|---|---|---|
| Are clearly stated challenges identified for each goal? (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**19. What is your timeline for accomplishing this goal?**

Service plan in place and ready to implement January 2017 when the renovated Library/Learning Commons will open.

Dates: January 2017

| RUBRIC                                                                                                                                                                                                 | TASK FORCE COMMENTS AND/OR QUESTIONS: |
|---|---|---|---|---|---|
| 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. |
Goal 2

1. Enter a unit goal:

   Develop plan to provide LC services, resources and programs during major library renovation scheduled for August 2015 - summer 2016

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: Renovation start date moved from August 2015 to December 2015 and completion date from summer 2016 to January 2017

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

5. Type of goal:

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

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

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

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

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<tbody>
<tr>
<td>1st Plan 2020 Goal</td>
<td>I.B.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.E.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>II.B - Mentoring relationships</td>
<td>Choose an item.</td>
</tr>
</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?

Library/Learning Commons provides critical services to students and we must offer as many of these services to students during the year-long renovation so students will not be negatively affected.
9. If continuing your goal, what progress have you made or which action steps have been completed?

   1. Work with Library and other Learning Commons partners, faculty, and students to design a facility equipped for 21\textsuperscript{st} century teaching and learning with the funds available.
      - Architectural plan completed and included in successful bid for the project.
      - Most significantly, the plan includes an open staircase connecting service desks on first and second floor. This feature will unite services and create a first and second floor Library/Learning Commons which will impact how we offer services.
      - Budget for furnishings and equipment may not be sufficient to implement Library/Learning Commons Service plans.

2. Develop plans for providing optimum services, sources, and programs during the construction period.

   Plans to provide Library/Learning Commons services in 2016 have been developed and preparations to implement are on track.

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

   1. Work with university administration and Office of Advancement to secure any funding shortfall for furnishings and equipment.

   2. Implement plan to provide services from January 4, 2016 through January 2017.

\begin{tabular}{|l|l|l|}
\hline
\textbf{RUBRIC} & & \\
\hline
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. \\
\hline
\end{tabular}

\begin{center}
\textbf{TASK FORCE COMMENTS AND/OR QUESTIONS:}
\end{center}

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

   1. Secure furnishings and equipment sufficient to implement Library/Learning Commons Service Plan.
2. Seek feedback from students throughout the construction year and improve services as possible

| 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?

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?

Click here to enter text.

14. If you are reallocation 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?

All one-on-one consulting services and virtual services will be provided as usual.

A limited amount of alternative student group and quiet study space will be available.
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:**  
Designated space(s) on campus that students can use as temporary group and individual study space for students

- **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?

Furniture and whiteboards in Library/Learning Commons will be moved to create group and individual study areas for students during the renovation. We expect to see an increase in student usage of the skybridge connecting Walb and Helmke Library.
### RUBRIC

<table>
<thead>
<tr>
<th>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.)</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>
</thead>
</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?

Lack of space availability on campus and/or commitment to designate temporary space for student study.

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

**19.** What is your timeline for accomplishing this goal?

1-2 years

Dates: January 2016 – January 2017
<table>
<thead>
<tr>
<th>RUBRIC</th>
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</thead>
<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
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<tr>
<td>All performance measures include time frames.</td>
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</table>

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

1. Enter a unit goal:

Hire a Learning Commons Coordinator to supervise the service priorities and operations in the Library/Learning Commons, participate in the Learning Commons Council and Executive Committee Council and work with all Learning Commons stakeholders to maximize academic vitality of the Learning Commons.

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: USAP team noted that our original goal last year to “establish the Learning Commons as a Signature Program at IPFW with a clear organizational location, and administrative and managerial autonomy,” and to hire a Learning Commons Coordinator to manage and supervise LC operations, requires significant support from outside the unit and that given the lack of control that we have over this goal it is advisable to postpone until after the Learning Commons Service Plan is implemented (see Goal 1”). We have chosen to modify the goal and target just the staffing piece.

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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<tbody>
<tr>
<td><strong>1st Plan 2020 Goal</strong></td>
<td>I.B - Student engagement</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>2nd Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
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</table>
7. Is the unit goal a high, medium or low priority?

   High

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

   Effective management of The Library/Learning Commons Service Plan requires a full-time Coordinator. The Learning Commons uses staff from the Library, CASA, and ITS to manage Learning Commons activities. These staff already have full-time duties to do, and the LC drains time and energy away from their primary job duties.

   When the renovated library re-opens there will be additional services that need to be managed and Library staff cannot take on any more responsibilities.

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

   No progress has been made toward this goal

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

   1. Develop job description for Library/Learning Commons Coordinator

   2. Request position be added to 2016-2017 Library/Learning Commons budget

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<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the unit goals align with the University’s goals?</td>
</tr>
</tbody>
</table>

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

Position approved and funded and a successful hire of a full-time Library/Learning Commons Coordinator by January 2017 when the Library/Learning Commons reopens for public use.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<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?

No

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

Click here to enter text.

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

Click here to enter text.

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

Minimal and possibly poor Library/Learning Commons services are available to students, staff, faculty, and community patrons without full-time coordination.
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.

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefited</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**S & W — Recurring**
- Yes $\$: 42500
- 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.
  - 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?

Library/Learning Commons Coordinator will manage the service priorities and operations in the Learning Commons, participate in Learning Commons Council(s) and coordinate the collaborative efforts of the Learning Commons constituents to maximize academic vitality of the Learning Commons as a physical and virtual space for students, staff, and faculty.
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?

This goal requires support and approval from the VCAA, VCSA and VCFA. As a result, once we have made our case for the position, the goal’s completion is out of our control.

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Request for position in 2016-2017 budget cycle to hire January 2017
<table>
<thead>
<tr>
<th>RUBRIC</th>
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</thead>
<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
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<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:**
Goal 4

1. Enter a unit goal:

   Establish an appropriate recurring S & E budget to support Library/Learning Commons services and programs.

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: Campus definition of Signature Programs does not include Library/Learning Commons at this time.

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

5. Type of goal:

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B - Student engagement</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>IV.B.2</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>IV.B.4</td>
</tr>
</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 Library ($3,000) and CASA ($5,000) have allocated small amounts from their S & E budgets to help support the S & E needs of the Learning Commons (supplies, minor equipment purchases, repairs and maintenance, etc.) The renovation will add more high-end technology and some new furnishings and the new Service Plan will add services and activities. The recurring S & E budget for the Library/Learning Commons needs to be increased to maintain, replace, and upgrade equipment and furnishings as needed. We cannot support a vibrant, relevant Library/Learning commons Service Plan without an increased recurring S & E budget.

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

An increased S & E budget for 2015-2016 for Library/Learning Commons S & E was presented to VCAA for approval. The Office of Academic Affairs did not fund any increases in 2015-2016 S & E budgets while waiting for recommendations from a faculty S & E Task Force.

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

Prepare budget request for 2016-2017 budget cycle

| 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?

Allocation of a recurring S & E budget for the Library/Learning Commons
RUBRIC

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

<table>
<thead>
<tr>
<th>Clearly Stated</th>
<th>Not Clearly Stated</th>
<th>Some Clearly Stated</th>
<th>All Clearly Stated</th>
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<td>The unit provided performance measures but they are not clearly stated.</td>
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<tr>
<td>Some of the stated performance measures are clearly stated.</td>
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</tr>
<tr>
<td>All performance goals are clearly stated.</td>
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</tr>
</tbody>
</table>

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

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

   No

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

   Click here to enter text.

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

   Click here to enter text.

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

   Purchase minimal amount of supplies and minor equipment with existing S&E budget allocated by CASA and the Library.

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

   CUL - # of positions needed   Click here to enter text.
   Benefited   Select Yes/No
17. If you were to receive the additional resources outlined in question #16, how will they be used?

Purchase supplies, maintain or replace minor equipment, establish replacement budget for high-end furniture and equipment, support academic events in the Library/Learning Commons.
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 will need to identify which fiscal unit is the budgetary manager for the Library/Learning Commons. Currently the LC student wages are part of the library’s (Academic Affairs) budget allocation and the LC S&E budget is part of the Student Affairs CASA budget. The process for requesting annual budgets is different for Academic Affairs and Student Affairs. The last two years the Library has included LC budget requests in its presentation to the Vice Chancellor for Academic Affairs. The request for an increased S & E allocation was not funded because the academic affairs priority has been increasing positions and also an academic affairs task force has been working on a plan to overhaul S & E allocations in academic affairs units. There is not a mechanism to present the LC budget request (Salary and Wages, S & E) to the three vice chancellors. It may not matter that much which entity receives the funds for the Learning Commons, as long as there is a way to present the annual budget request to the VCAA, VCSA, and VCA for approval, funding, and annual reporting on the use of the funds. *

*Note: The same problem occurs with the USAP report. This year academic affairs has a different time line and template than the other units.

<table>
<thead>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: S & E request in 2016-2017 budget cycle
### RUBRIC

<table>
<thead>
<tr>
<th>Are time frames included for each performance measure (metric)?</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 5

1. Enter a unit goal:

   Develop an assessment plan that provides indicators of the effectiveness of the Library/Learning Commons Service Plan in achieving desired outcomes, i.e. 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?

   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: USAP team recommended that the assessment plan needs to wait upon the completion and implementation of Goal 1, the Service Plan. We agree with this recommendation and have changed this to a longer-term goal

   **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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<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A - Student learning</td>
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<td>Choose an item.</td>
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<table>
<thead>
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<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<tbody>
<tr>
<td>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>IV.A - Measurement and metrics</td>
</tr>
</tbody>
</table>
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 goal is a Medium priority while we work to establish the service plan and identify metrics for assessing the Learning Commons effectiveness.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Have not completed any action plans yet

10. What action(s) does your unit plan to take to support this unit goal?
   1. Complete the Library/Learning Commons Service plan (Goal 1) which will include the metrics we plan to use for assessment.
   2. Design and execute data collection in collaboration with Library/Learning Commons partners.
   3. Establish a data collection software that is useful for all parties in the Learning Commons.
   4. Analyze data to determine program effectiveness and make decisions about necessary changes (closing the loop).

| 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?
   - Have a service plan in place
   - Begin implementing service plan and collecting data
Evaluate effectiveness of data in assessing outcomes

<table>
<thead>
<tr>
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<tr>
<td>and quantitative measurement is included).</td>
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<td>stated.</td>
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</tbody>
</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?

   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?

   We are able to establish a service plan and to execute it.

   We are actively working to identify the appropriate mechanisms for data collection and analysis.
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.

<table>
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<tr>
<th>Benefit</th>
<th>Recurring</th>
<th>Non Recurring</th>
<th>Recurring</th>
<th>Non Recurring</th>
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<tr>
<td>Benefited</td>
<td>Select Yes/No</td>
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<tr>
<td>S &amp; W — Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<tr>
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<td>Equipment — Recurring</td>
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<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<tr>
<td>Other: Describe:</td>
<td>Technical support to either customize TutorTrac or other campus software to provide better self-service options for students and be able to track impact of services on student GPA and retention</td>
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<tr>
<td>Other — Recurring</td>
<td>Select Yes/No</td>
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<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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</table>

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

We plan to use TutorTrac or some other software to collect student ID# when using Library/Learning Commons Services and link to GPA and other indicators of academic success.
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?

Lack of tech support to customize existing software to collect data and link to student academic progress

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: 2015-2016: Complete Library/Learning Commons Service Plan; 2016-2017 Implement plan and collect data; 2017-2018 analyze data for assessment of outcomes
<table>
<thead>
<tr>
<th>RUBRIC</th>
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</table>

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

1. Enter a unit goal:

   Click here to enter text.

2. Status of goal:

   ☐ Completed  ☐ Eliminated  ☐ Modified  ☐ In Process  ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

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

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

  CUL - # of positions needed  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 |
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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?

3-5 years

Dates:  Click here to enter text.

<table>
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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
   - [ ] Other: If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

- CUL - # of positions needed  
  Benefited  
  S & W — Recurring  
  Non Recurring  
  S & E — Recurring  
  Non Recurring  
  Equipment — Recurring  
  Non Recurring

Other: Describe:  

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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<td>Are time frames included for each performance measure (metric)?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #3

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

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

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

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

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

Click here to enter text.

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

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

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

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

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

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

CUL - # of positions needed  
Benefited  Select Yes/No

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

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

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

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

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

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

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

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

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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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New Goals for 2015-2016 - #4

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

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

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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

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

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

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

CUL - # of positions needed 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.
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.

| 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 - #5

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

| TASK FORCE COMMENTS AND/OR QUESTIONS: |

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

Click here to enter text.

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

| TASK FORCE COMMENTS AND/OR QUESTIONS: |

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed

Benefited

S & W — Recurring
Non Recurring

S & E — Recurring
Non Recurring

Equipment — Recurring
Non Recurring

Other: Describe:

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

Click here to enter text.

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS: