University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Mastodon Advising Center
Part I

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

The mission of the Mastodon Advising Center (MAC) is to provide access and transition to higher education and to foster a student’s personal development and informed decision making by encouraging them to explore, evaluate and identify their academic and career goals. Through intrusive advising, intensive mentoring and personal enrichment, MAC enhances student success and promotes academic achievement.

MAC is responsible for academic advising, registering and monitoring the following continuing students: Conditional, Readmitted, Guest Students, and Crossroads students. The majority of students advised in MAC do not quality for regular admission to the university and are housed in MAC until they have completed the requirements to declare their major. While being advised in MAC, students are given the opportunity to work one-to-one with an academic advisor. At these meetings, advisors help them explore various programs, review degree requirements and explain the different rules and regulations that will help them be a successful student. Once conditionally admitted students have met the conditions of their agreement they are eligible to declare their major.

Recently there has been a shift in focus for the MAC department based on institutional research and the need for greater support of conditionally admitted and transitional students. MAC will now exclusively be advising conditionally admitted and Crossroads students allowing MAC to provide more intrusive/proactive advising with a smaller population of at risk students.
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.

The MAC department advised 33% of new students admitted to the University. By providing quality advising to beginning students, this allows them to take courses that are required for their majors and provided them with information that will help them understand their specific degree requirements and campus resources to get them to graduation.

MAC hosted a getting-to-graduation program on September 2\textsuperscript{nd}, 2015 in which 246 students participated with 225 completing the end-of-program assessment. In total, 75 first year students, 50 sophomores, 52 juniors, and 48 seniors completed the program. The event included representation by most student support services and six academic units and was facilitated in collaboration with TRiO, ODMA, and CASA.

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?

Degree Map and Free Course Guarantee requires all Indiana public colleges to provide degree maps to all new first-time, full-time students beginning fall 2014. The law also provides a course-scheduling guarantee to these students; if a course on a student’s degree map for a particular semester is not offered or is full, the institution must provide the course for free in a future semester unless it provides a revised degree map which does not delay graduation.

This law allows us to provide a four-year plan by which students can track their progress towards a degree, and place student success at the forefront of what we do. In compliance with this law, advisors use myBLUEprint and departmental major bingo sheets when working with students.

| RUBRIC |
|------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| **To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?** | The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits. | The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact. | The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits. |

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

| To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit? |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| The unit did not address this question. | The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact. | The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact. |

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

4. Please provide the performance metrics identified for your unit and the associated data. (Note: Include the time period the data represent.) Upon review, are there any data you wish to comment on or contextualize?
All conditional students are informed during summer Advising and Registration that they are required to attend a check-up meeting with a peer advisor by mid-term. At this meeting, peer advisors work with students to show them how to access and review myBLUEprint, review the advising syllabus, access AdvisorTrac, understand the importance of communicating regularly with advising, show them how to access campus support services, and discuss course progress. This past fall 157 (38%) conditional students attended their check-up meeting. Data on how well they did this during the fall semester will be calculated in February 2016.

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

As MAC is not a degree-granting department, the efforts outlined in this report support MAC’s overarching goal to move students to their academic major.

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

This report is the result of a collaborative effort of MAC administrators and staff, including:

Rhonda Meriwether, Director, Mastodon Advising Center
Christopher Riley, Academic Advisor/Coordinator of Transitions Programs
Cassandra Wolfe, Academic Advisor
Kim Myers, Academic Advisor
**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:

MAC will continue to foster student success by providing access to higher education through intrusive proactive academic advising, timely and efficient student support, and by creating a culture of care for students advised in MAC.

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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<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>2nd Plan 2020 Goal</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.E.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</table>

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

High

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

MAC helps beginning, underprepared and first generation students gain knowledge and skills that will assist them in successfully completing the requirements to be released from MAC, declare their major and eventually graduate from IPFW.
9. If continuing your goal, what progress have you made or which action steps have been completed?

The number of students released from conditional status is determined at the end of each semester after official grades have been reported. This list is compiled in January and May, and emails are sent out to students notifying them that they are eligible to declare their major. The number and percentage of students declaring their major or switching to undecided is calculated at the beginning of each year. Conditions for releases were modified moving the GPA for release from 30 credits to 15. Data for spring and fall 2014 showed that a total of 413 conditional students were released either to their major or switched to a deciding major and the number of students released for spring 2015 was 100 students. Fall 2015 has not been calculated by the time this report was due.

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

- MAC will provide intrusive/proactive advising to all students admitted into the department. This includes the use of an Advising Agreement, an Advising Syllabus and one-to-one meetings with their advisor twice a semester.
  1) Advising Agreement – Will be given to all MAC students and will identify departmental and GPA requirements to be released from MAC.
  2) Advising Syllabus – Will be given to all MAC students and will identify the 5 departmental goals and student responsibilities and learning outcomes.
  3) One-to-One advising meetings - Students will be required to meet with their specific academic advisor to discuss requirements for their intended majors and to plan their classes for each semester. Students with additional questions and concerns should also meet with their advisors for information and referrals to campus and or community support services.
- MAC employs a set of five learning outcomes that are used to measure student knowledge in areas that may contribute positively to student success. Students complete a departmental survey that helps to determine whether students can identify the following:
  1) Students will know their MAC advisor
  2) Students will know how to make an appointment with their advisor
  3) Students will know how to access myBLUEprint
  4) Students will know how to declare their major
  5) Students will know what services or programs the university has to support their academic success
A departmental communication plan will be established which will allow for the MAC advisors to have a consistent plan for communicating departmental information with students.

Students who have completed the requirements to be released from MAC will be notified and instructed how to declare their major at the end of each spring and fall semester.

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<tr>
<td><strong>Do the unit goals align with the University's goals?</strong></td>
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<tr>
<td>Goal does not align with the University's goals.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Four hundred and ten (410) conditional students entered IPFW for the fall semester. Advisors reviewed the Conditional Student Agreement with students during summer Advising & Registration and students were asked to sign and return it. Conditional students were also informed that they needed to attend a check-up meeting, and 157 (38%) students attended check-up meetings in the fall.

The check-up survey was used to measure student recall of this information. At the time of this report, approximately 90 students had completed the survey. Of the 90 students completing the survey, 93% stated that they had attended summer orientation, 81% could name a MAC advisor, 78% could identify what AdvisorTrac allowed them to do, and 66% could identify what myBLUE print allowed them to do. In total, 95% could give some indication about how to declare their major, and 98% could identify the services provided by CASA.

At the end of the semester, conditional students will be evaluated to determine whether they have met the requirements for release for the program. Those completing the requirements will be notified and sent an email informing them that they are eligible to declare their major.
MAC records the number of students on probation, released, honors, and dismissed from its department. With anticipated changes to students admitted into MAC and anticipated changes to probation, rescinded and dismissal standards, this year’s numbers might look very different than past years.

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<td>The unit provided performance measures but they are not clearly stated.</td>
<td>Some of the stated performance measures are clearly stated.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

   Yes

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

   Conditional Students have departmental holds on their account that require them to come in to see their advisor for registration activities. Students are also encouraged to meet with their advisor if they have other issues related to their academic progress.

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

   N/A

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

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

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

N/A

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

One of the main challenges that we have is communicating with our at-risk students about special programming, probationary workshops or campus support services. This past fall the department used a text message service called Remind 101 to connect with our beginning students. Four hundred and twenty-two (422) students registered to receive text messages from MAC. Students received notices about attending their checkup meeting, advising appointments, campus events, etc. Students had the option to opt out of the service but very few actually did and several students who failed to enroll asked to join when it was mentioned at their advising appointment. This system will be employed for the fall 2016 semester. In the future we will be able to send out specific text messages and determine the percentage of students receiving the text messages and their participation in support services and their academic success.

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: Ongoing
## RUBRIC

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

1. Enter a unit goal:

MAC will continue to foster student success through the Readmission program by creating opportunities for student learning and social connection.

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: Because of changes in the Admissions office this goal was eliminated. The Mastodon Advising Center still serves the Readmit population, but because of confusion and mixed messages this goal was impossible to follow through with moving forward, a more streamlined and clarified process for admitted readmitted students will make a new goal possible.

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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</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?
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RUBRIC

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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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?

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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
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Other: Describe:  

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

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

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

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

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

**Click here to choose.**

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

### RUBRIC

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

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

1. Enter a unit goal:

MAC will foster student success and effective transfer/transition through continued revitalization of the Crossroads program, including implementation of a student tracking system. Tracking results will be used to inform development of programming and services.

2. Status of goal:

☐ Completed  ☐ Eliminated  ☒ Modified  ☐ In Process  ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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

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

8. Why is this goal important to your unit, the university or both?
   Crossroads advising services assist students who intend to transition between Ivy Tech and IPFW. Advising services provided to these students assist them in accomplishing a more seamless transfer, ensuring that students arrive at IPFW academically prepared and having earned transferable credits that meet intended IPFW major requirements. By meeting with a Crossroads advisor during their time at Ivy Tech, students begin to build positive relationships with IPFW advising and student support services.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   - Process was developed where the IPFW Admissions Denial List is forwarded to Ivy Tech’s Director of Admissions to determine if students have pursued enrollment at Ivy Tech. The coordinator utilizes this information to communicate with prospective student with the ultimate goal to develop an advising rapport with said student.
   - The coordinator schedules regular office hours at Ivy Tech and alternates between Tuesday, Wednesday or Thursday to accommodate the various populations of students. One week per month the coordinator schedules two consecutive days of appointments at Ivy Tech.
   - Crossroads advisor averages about 40 appointments per month. Appointments are facilitated at both Ivy Tech and IPFW.
   - Facilitated presentation to the University Transfer Division (Dean/Departments Chairs) which houses several programs within the community college.

10. What action(s) does your unit plan to take to support this unit goal?
    - A tracking system is being developed by Student Information Systems to generate accurate data reflecting where students are in the Crossroads process. A Prospect Form will interface with Banner and generate the prospective student a 900# and eliminate the 800# process currently being used to accommodate those with no IPFW relationship. System will most likely be connected with the new Admissions CRM-SLATE.
    - IPFW will receive graduation lists from Ivy Tech.
MAC will continue to maintain a viable working relationship with Ivy Tech transfer advocate (Admissions) and Advising Center—both departments are consistently making referrals.

### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Temporary- A Qualtrics form is used to serve as a prospect form for students who meet with the coordinator or express interest in the program prior to a meeting. Approximately 150 students have completed this form since May 2015. This also provides an updated email and mailing address. An Excel Spreadsheet is used to e-mail merge messages to students.

### Relevant Data

- IPFW Transfers from Ivy Tech: 436-2013-2014 (per Ivy Tech). 11,941 Credit hours
- 243 matriculated-IPFW-56%
- 131 are still enrolled-54%
- 21 graduated; 4 are pursuing graduate or post-baccalaureate study
- Sept. ’14-Sept. 15-442 appointments

### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

MAC will continue to provide an advisor working two days a week at Ivy Tech with Crossroads students.

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  Select Yes/No
Benefited  Select Yes/No

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

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

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

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

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

Click here to enter text.

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**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?

- Potential surge in interest due to students who are academically dismissed being referred to Ivy Tech as a requirement for readmission.
- The correlation between TSAP agreements and the IPFW curriculum within the Engineering area-credit transfer.

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

Less than 1 year

Dates: This program is currently in place.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 4

1. Enter a unit goal:

   MAC will foster student success by developing a signature program designed to help students explore areas of interest while giving them the opportunity to explore the connections between majors and careers.

2. Status of goal:

   ☐ Completed   ☒ Eliminated   ☐ Modified   ☐ In Process   ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

   ☐ No funding for supplies and expenses   ☐ Priorities shifted
   ☐ No funding for salary & wages   ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment
   ☒ Other: This goal was moved to the SST department and will be reported under that USAP report

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

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

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

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

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

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

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

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

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

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

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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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**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?
   
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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.

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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19. What is your timeline for accomplishing this goal?

[Click here to choose.]

Dates: [Click here to enter text.]

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Goal 5

1. Enter a unit goal:

   MAC will continue to foster student success by providing intrusive advising and support programming to students placed on academic probation.

2. Status of goal:

   □ Completed     ☒ Eliminated     □ Modified     □ In Process     □ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses   □ Priorities shifted
   □ No funding for salary & wages            □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   ☒ Other: This goal was moved to the SST department and will be reported under that USAP report

   **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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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?

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

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**RUBRIC**

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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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<td><strong>Are time frames included for each</strong></td>
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<td><strong>performance measure (metric)?</strong></td>
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<td>All performance measures include time</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 6

1. Enter a unit goal:

MAC will continue to stay current with best practices in academic advising and student support in order to provide students with access to professional, intrusive/proactive advising which will enhance student success.

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?
   Medium

8. Why is this goal important to your unit, the university or both?
   Most advising research shows that good academic advising is one of the cornerstones to a successful college experience and helps to promote retention and persistence.
(National Academic Advising Association). In order to best align with unit and departmental changes, MAC must increase and continually provide training to its staff to ensure accurate information is communicated to students. Since most conditionally admitted students have an idea about what they want to major in and since the university offers 100 certificates and degrees, the advisors in MAC need to be familiar with a vast array of options. Failure to provide correct information to students will cost time and money. Students who are dissatisfied with their college experience may be more likely leave the university, potentially with college debt.

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

During the regular semester weekly training was offered. Professional advisors, faculty and administrators, are invited to update the MAC advisors about their programs.- we received training for the following departments:

- Health Science, ETCS, Education, Human Services, Business, Arts and Sciences, Geosciences, Public Policy, Dental Education, Labor Studies, Trio

Advisors are given the opportunity to attend local, regional and national conference.

- Two MAC advisors attended the National Academic Advising Association’s Annual Conference and presented a concurrent session
- Two MAC advisors and one peer advisor attended the National Academic Advising Association’s Region V Conference and two presented a concurrent session
- Four MAC advisors attended the Indiana Student Affairs Association conference at Ball State University
- Three MAC advisors and the Director attended an Indiana Commission for Higher Education conference in Indianapolis
- One MAC advisor attended and presented a concurrent session at the National Student Exchange Conference in Albuquerque

MAC advisors are encouraged to submit proposals to present at regional or national conferences.

MAC advisors are encouraged to participate in on-campus professional development opportunities.
Four MAC advisors attended the advising conference held at IPFW on Oct 2nd, 2015.

One MAC advisor completed Safe Zone training.

One MAC advisor completed Project Compass Suicide Prevention Train-the-Trainer.

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

MAC will continue to update their knowledge of majors and departmental changes in order to provide students with accurate advising and campus program information. MAC advisors will continue to seek opportunities to attend professional programming and conferences that will strengthen their knowledge of student development and advising methods.

| 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?

MAC will continue to encourage and track professional development activities. MAC advisors will be required to participate in at least 75% of departmental training sessions. At least one MAC advisor will be required to attend at least one national, regional or local conference year.

| 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?
   
   Click here to enter text.

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

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

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.
   
   CUL - # of positions needed  Click here to enter text.
   
   Benefited  Select Yes/No

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Timing. If conferences are held during our busy advising or registration time. We will not be able to send anyone.
## 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: Professional development and staff training will always be a goal in this department. But in the future MAC will not report on it as a goal.

## 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:

MAC will foster student success through development and implementation of rigorous high school to college transition and persistence programming for conditionally admitted students.

2. Status of goal:

☐ Completed    ☐ Eliminated    ☐ Modified    ☐ In Process    ☒ New

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

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 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>3rd Plan 2020</td>
<td>I.E.1</td>
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7. Is the unit goal a high, medium or low priority?

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

Institutional data following 6 semester retention rates of conditionally admitted students for 2012 and 2014 showed a marked decline in retention. The data showed that students earning a GPA of 2.4 or higher were 50% more likely to be retained. Based on the information, MAC developed an intrusive/proactive model of advising for its conditional students.

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

N/A

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

MAC submitted a proposal to go into place for fall 2016, approved by Vice Chancellor McClellan, which will require its conditional students to enroll in an academic success course their first semester. Conditionally admitted students failing to earn a GPA of 2.8 or higher will be required to enroll in a second semester IDIS course as well, focusing primarily on motivation. Students failing to earn at least a 2.5 cumulative GPA after completing 24 credits will have their admission rescinded.

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<td>Do the unit goals align with the University’s goals?</td>
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TASK FORCE COMMENTS AND/OR QUESTIONS:
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Metrics used in assessing this goal will primarily include tracking and review of term and cumulative GPA’s, persistence and retention rates, and assessment of student success courses. These metrics will serve as a baseline for comparison in future academic years and will be compared with past six-semester persistence rates primarily for the purposes of highlighting effectiveness of programming.

| 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?

Click here to enter text.

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

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  Select Yes/No

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

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

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

Other: Describe:  Click here to enter text.

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.
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?

Currently we are not sure how many students will be admitted in to the Conditional major. If more than 300 Conditional students are admitted for the fall 2016 semester it will be difficult for a Director and 3 full time advisors to do intrusive/proactive advising for the new conditionally admitted plus the current students advised in MAC.

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: This program will be in place for the summer orientation, which serves students admitted for fall 2016.
| RUBRIC |
|------------------|---------------------------------|-------------------------------------------------|-------------------------------------------------|
| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

   Benefited  Select Yes/No

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

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

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

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

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

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

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

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

Click here to enter text.

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

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

Click here to enter text.

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

Click here to choose.

Dates:  Click here to enter text.

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<td><strong>Are time frames included for each performance measure (metric)?</strong></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.

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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?

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

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

Other: Describe: Click here to enter text.
Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: 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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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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19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #4

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

(Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).

**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?

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

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

Click here to choose.

Dates: Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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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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| 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. |

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CUL - # of positions needed  
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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.
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19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

| RUBRIC |
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| 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. |

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