2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Northeast Indiana Science, Technology, Engineering and Math Education Resource Center
1. What does your unit do and how does it support the mission of the university?

University and NISTEM Mission
Indiana University-Purdue University Fort Wayne is a comprehensive university, which provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

The mission of NISTEM supports the university mission to help our region achieve a level of proficiency in K-12 science, technology, engineering, and mathematics that affords northeast Indiana students the necessary knowledge and skills to be STEM literate, be prepared for post-secondary education, have successful careers, and advance the economy of our region and state.

University and NiSTEM Vision
IPFW will be the university of choice for the citizens of Northeast Indiana and beyond. It will be recognized for a transformative learning environment characterized by intensive mentoring, excellence in faculty scholarship and knowledge creation, integration of life and work experiences, and community engagement. IPFW will be known for exceptional retention and a graduation rate, respected signature programs, and graduates prepared to improve the quality of life in their communities and compete locally, regionally, and globally.

The NISTEM vision fulfills its part of the university vision for northeast Indiana to be a state and national leader in student academic achievement in the STEM disciplines, in the development of innovative programs and services to support STEM education, and in the quality of our workforce. In the Vision 2020 Report: IPFW Values a multifaceted and mutually beneficial collaboration with Fort Wayne and the greater northeast Indiana Region NISTEM directly serves via the NISTEM Express Outreach program and partnerships with regional informal and formal education systems.

| 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 NISTEM Center hosted on the IPFW Campus the Indiana-Michiana Girl Scouts STEM Conference in Walb attended by over 300 girls in May.

The NISTEM Express box truck, cargo van and equipment and/or programming in partnership with Science Central staff served 6,646 Students, 1,173 Adults, and 120 Teachers at 51 different schools in Northeast Indiana in 2015.

Dr. Nowak co-authored with Dr. Hicks at Purdue an Indiana Commission of Higher Education STEM Teacher Retention Grant for $738,000 serving 10 school districts across the state including Garrett-Keyser-Butler and East Noble in Northeast Indiana.


Dr. Nowak oversaw the Final Round of Judging of the Future City Competition, Special Awards of the LEGO State Championship Tournament, 4th Grade Science and Engineering Fair, and a hosted a summer SeaPerch Camp.

IPFW Preservice Teachers in Science Classes or with NISTEM afterschool programs assisted 27 students with Rocks and Minerals in Fairfield Elementary, and led science lessons for 156 students in the Spring and 172 students in the Fall of 2015 at the Fairfield, Timothy L. Johnson, and Fellowship Boys and Girls Clubs respectively.

As a result of our partnerships’ with Metea and Fox Island Nature Preserves, Science Central, McMillen Center for Health Education, Foellinger-Freimann Botanical Conservatory, and Fort Wayne Children’s Zoo, students received training related to STEM resources in 2015, and currently two students are employed at Science Central as staff with another 2-3 volunteers.

A team of IPFW teachers positively impacted by Science Central lit the Blue Smokestack at the lighting ceremony in 2015.

NISTEM grant funding was used to support Special Education IRB approved STEM research at Harris Elementary School with Dr. Rama Cousik that resulted in one on-campus poster presentation, two peer-reviewed article submissions, and a Conference Presentation scheduled in Atlanta this coming June.

We have also expanded our partnerships in 2015 to include Starbase and will host an Advanced STEM Camp in the summer of 2016 on campus serving 30 middle school students, and SeaPerch will be expanded to become an after school program in 2016.
The IPFW NISTEM Interactive X-Box kiosk at the McMillen Center for Health Education was utilized by approximately 14,300 students visiting the Great Hall at McMillen in 2015.

NISTEM lends its VEX Robotics Kit resources to support the ETCS Vex Robotics Summer Camp hosted by ETCS at IPFW in the summer.

The IPFW/NISTEM Lunch with a Scientist program at Science Central was modified to be the Engage with an IPFW Scientist program. The event is being held in the Demonstration Theatre on a Saturday of each month and participation has increased from 40 attendees in 2014 to 203 in 2015.

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<td><strong>To what extent did the unit provide evidence that accomplishments align with the mission of the University?</strong> (Only include accomplishments that are not included with goals)</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

As an IPFW hosted center of excellence NISTEM does not require accreditation. IRB approval is always acquired for research projects.
**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?

The level of impact from year to year is partially dependent on grant funding. For example, past DECCO, Indiana Space Grant Consortium, and National Science Foundation grant funding have impacted NISTEM outreach programming. The 2015 Indiana Commission of Higher Education (ICHE) STEM grant received by NISTEM and Purdue’s I-STEM is significant in that it will directly support STEM efforts in 10 school districts statewide through 2017.

In 2015, based on the numbers provided in question #2 above, well over 50 schools, 150 teachers, and 10,000 students were positively impacted in STEM endeavors as a result of IPFW’s NISTEM Center. Our impact and the number of educators involved is expected to increase in 2016 and 2017 as a result of the ICHE funded grant. It is important to consider that NISTEM is funded by external grants and gifts, although I request and strongly suggest a recommendation be made for graduate scholarships for STEM majors in Education be offered to IPFW students through NISTEM work. We currently function in partnership with Staff at the informal education centers, and for example, utilize Science Central Staff for the NISTEM Express outreach programming. IPFW education students would greatly benefit from University scholarships’ that allowed for further participation in NISTEM programming.
Thus, the metrics are measurable in terms of numbers of individuals involved, and actionable in terms of increasing these numbers based on available external and internal funding for programs. Placed in this context, NISTEM is sustained via external grants and gifts, and would greatly benefit from University scholarships if offered to our STEM majors to coordinate NISTEM efforts.

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

I appreciate their thoughtful comments and understand the time and effort required to serve the University through USAP. Thank you for your positive encouragement, and I hope you will consider to recommend the University invest in NISTEM programming via support of scholarships or funding for STEM Education Majors who work with NISTEM. Recipients’ would increase IPFW NISTEM programming while improving their employability as educators as they expand their skill sets as STEM educators.

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

Jeffrey A. Nowak, Ph.D. (Email: nowakj@ipfw.edu)
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:

   Assist the College of Education and Public Policy (CEPP) acquire reaccreditation in the STEM area(s) of teacher licensure.

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>
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<tr>
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<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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7. Is the unit goal a high, medium or low priority?

High – please note that I am unable (as far as I can tell) to choose goals in the #6 Tables using MS Office 2016 on my computer with this form.

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

With accreditation the CEPP Department of Educational Studies would not be eligible to license teachers via the Indiana Department of Education.
9. If continuing your goal, what progress have you made or which action steps have been completed?

I helped author the National Science Teachers Association NSTA/CAEP SPA Accreditation reports required for our IPFW teacher licensure programs, using experience as a NSTA Certified SPA Program reviewer. The reports are submitted in March of 2016 for review.

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

Based upon reviewer feedback, I will do whatever I can to assist the IPFW College of Education and Public Policy retain/maintain licensure accreditation. Without accreditation, we would be unable to offer licensure in STEM disciplines. Therefore, this goal is of great importance to the University and my involvement in NISTEM is critical to this effort. For example, I have been contracted by the I-STEM Network to develop a STEM Resource Guide for the Indiana RISE Evaluation Rubric by June 15th that will be posted on the Indiana Department of Education (IDOE) Website for all administrators to use when assessing STEM educators in their classrooms. The knowledge gained in these scholarly endeavors and service as a SPA Program Reviewer for NSTA helped me guide our department to separately post and link our science SPA reports increasing our chances of positive review.

| 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?

The accreditation process is ongoing with rating of Met, Met with Conditions, and Not Met provided by the review audit team. We will receive feedback on the reports submitted in March of 2016 in the summer of 2016.
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?

Most likely, in the near future - The CEPP is hiring an Assessment Coordinator which should greatly improve of chances of success in this effort. The data-driven demands of accreditation are becoming increasing more comprehensive and consuming.

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?

The new position has just been filled, and the new person will begin their job in the coming months.

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

The funding for the new Assessment Coordinator is being provided by the VCAA and College, and is comprehensive for all CEPP licensure programs. I will continue to offer my expertise in the area of STEM programming.

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

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

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

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

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

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

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

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

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

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

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

N/A

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**RUBRIC**

<table>
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<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>
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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?

Changing Standards and evolving accreditation processes always require constant attention and adaptation to maintain accreditation. The new hire should greatly assist the CEPP in this effort, and I will do my part to assist in the STEM/NSTA area. Otherwise, I believe we are poised for success in this area. We will respond accordingly to the feedback received in Summer 2016.

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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?

In Summer 2016 feedback on the March 2016 reports will arrive.

Dates: 6/11/16 – 8/11/16

| 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. |

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

1. Enter a unit goal:
   I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship 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: 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?

The best anagogic and pedagogic implementations of social constructivism require experiential learning. This promotes the creation of graduates in the College of Education and Public Policy capable of helping their students achieve the goals of the CEPP Conceptual Framework - as posted on the CEPP Website: https://www.ipfw.edu/departments/cepp/depts/educational-studies/about/

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

As mentioned previously, we have expanded our programming to include Starbase Advanced STEM Camps on campus, SeaPerch in afterschool programming, and maintained our other STEM programming with in-service and pre-service teachers. Nowak also co-authored with Hicks a grant funded for $738,000 in STEM from the Indiana Commission for Higher Education that will increase our impact and visibility through 2017.

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

NISTEM is directly overseeing the Garrett-Keyser-Butler and East Noble school districts of the ICHE Grant and assisting with the other districts in the grant.

NISTEM is partnering with Starbase for the Advanced STEM Camp housed at the IPFW Alumni Center this summer.

Other IPFW pre-service teacher engagements, informal education center and school-based camps, science days, outreaches, collaborations, and research efforts are maintained on an annual on-going basis.

| 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?

I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

As provided in this report, the numbers of students, teachers, adults, and schools are recorded, grant and gift funding reported, IRB approvals are acquired for research projects, and the numbers of publications and presentations are provided in USAP and Annual Review reports. Therefore comparisons may be made year to year.

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<td>TASK FORCE COMMENTS AND/OR QUESTIONS:</td>
<td>All performance goals are clearly stated.</td>
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12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes, however, graduate scholarships offered through NISTEM for university STEM Education Majors would increase our recruitment efforts, and provide amazing and effective experiential learning opportunities to our STEM Education majors.

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?

Wise partnerships with informal education centers sustain IPFW NISTEM programming. Grants and gifts to the University allow for expansion or contraction of programming on an annual basis.

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?

I would like to expand programming via University sponsored scholarships to STEM Education majors. This would help prepare our majors for their future careers, and help IPFW recruit students to the CEPP.

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: Scholarships to STEM Majors who assist with NISTEM programming. The amount is dependent on available University funding, but I would request recurring funding so that the programming may sustainably grow. There is little to no downside to engaging STEM Education majors in STEM education efforts. There is great opportunity for retention due to satisfaction with experiential learning in their career field.

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?

More scholarships to recruit and retain more STEM Education majors.

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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?

At this time, the new partnership with Starbase and the recently funded ICHE grant make this goal appear to be accomplished for the foreseeable future through 2017.

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19. What is your timeline for accomplishing this goal?

Ongoing, but currently achieved through 2017

Dates: 12/21/17
## RUBRIC

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

1. Enter a unit goal:

   I.E.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

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?

   We have several ongoing efforts such as the NISTEM Express and SeaPerch programs listed above. To focus on one such effort, through the ICHE grant which engages STEM Faculty from ETCS, COAS, VPA, and the CEPP - many of whom serve on the IPFW STEAM (Science, Technology, Engineering, Arts, and Mathematics) Council, this goal is being completed in a manner that brings STEAM faculty together to serve in-service educators and in-service teacher and administrator alumni with STEM education needs in alignment with the spirit of Plan 2020. Through this effort teacher’s will be better equipped and prepared to be effective STEM educators of their students.

   **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: Recently funded STEM retention and recruitment grant from the Indiana Commission of Higher Education.

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>
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</tbody>
</table>
7. Is the unit goal a high, medium or low priority?

High – please note I am unable to choose goals (no dropdown appears and text may not be added) in the cells of Table of #6 above on my Mac.

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

This goal meets regional needs, and helps recruit and retain majors while allowing faculty to excel in their chosen areas of expertise. This effort via NISTEM also brings external funding to the University, and raises the prestige of the University through effective marketing and on-campus and off-campus programming.

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

The ICHE grant is funded through 2017 and the partnerships formed lay the groundwork for similar future efforts.

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

NISTEM is overseeing the ICHE grant efforts with G-K-B and East Noble School Districts, while Dr. Nowak is assisting with the others across the State in partnership with other STEM educators.

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

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

The success of the ICHE grant is being assessed via satisfaction surveys developed by the external evaluator of the grant.
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?
   They are provided via funding from the Indiana Commission of Higher Education.

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

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

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

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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?

To promote IPFW STEM coursework and workshops.

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

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

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

None are anticipated.
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

The grant is funded through 2017

Dates: 12/21/2017

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 4

1. Enter a unit goal:

I.D.1. Develop activities and experiences that promote multiculturalism as a value.
I.D.2. Embrace a definition of diversity, which includes a broader array of human differences.
I.D.3. Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups.

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?

Diversity is a priority of the University and the College of Education.

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

I work in partnership with the Office of Diversity and Multicultural Affairs to engage diverse students in NISTEM programming.

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

To continue the NISTEM Partnership with the Office of Diversity and Multicultural Affairs in engaging students in STEM programming.

| 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?

The number of students of diverse backgrounds engaged in STEM programming.
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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, Perkins funding is used to help acquire STEM equipment. Volunteers assist when needed.

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?

For STEM equipment.

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

N/A

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

N/A

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

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.

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Other: Describe:  Click here to enter text.

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

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

Recruit and retain additional students of diverse backgrounds to NISTEM programs.

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

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

Transportation as bussing isn’t always available for all participants.
19. What is your timeline for accomplishing this goal?

Ongoing year to year

Dates: 12/21/2016
New Goals for 2015-2016 - #1

1. Enter a unit goal:
   I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature 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:  If ‘Other’, click here to explain.
   If this goal was eliminated, skip to the next goal.

5. Type of goal:
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   □ Increase Efficiency  □ Maintain  □ Stretch
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6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

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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?

High

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

Scholarship promotes awareness of University endeavors and has the potential to recruit students to our Institution.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Several peer-reviewed scholarly publications and presentations have been made in past years – this is going to continue with newly funded grants and programs.

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

Continue to submit scholarly work related to STE(A)M to peer-reviewed journals and Conferences.

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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?

Publication in journals and number of presentations at Conferences.

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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, and No, more travel and registration funding is required to accomplish what is desired.

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?

University travel funds help cover costs associated with Conference participation.

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?

Participation in one national conference per academic year.

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.

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

I would engage more IPFW STEM education students in scholarly Conference presentations.

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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?

Availability could be an issue, but financial constraints are the more likely inhibitor to participation.
### 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?

Funding allocations for Conference participation would need to be increased for the Fall of 2016.

Dates: 8/22/2016

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

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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.

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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 |
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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. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #3

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

| 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
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15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish
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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  $$: Click here to enter amount.
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   Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
   Non Recurring  Select Yes/No  $$: Click here to enter amount.

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

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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>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 - #4

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

2. Status of goal:

   ○ Completed   ○ Eliminated   ○ Modified   ○ In Process   ○ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

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

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| 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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<th>S &amp; W — Recurring</th>
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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:**
19. What is your timeline for accomplishing this goal?

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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.

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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.

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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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   Benefited  Select Yes/No

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

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

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

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

Click here to choose.

Dates: Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS: