2015

University Strategic Alignment Process Report

Indiana University – Purdue University Fort Wayne

Professional Studies
Part I

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

The Department of Professional Studies is comprised of three graduate level programs: Counselor Education (CE), Educational Leadership (EDLD), and Special Education (SPED). Our mission is to prepare professionals who demonstrate the capacity and willingness to work with individuals, families, schools, and communities to promote the public good. We prepare graduates for professional licensure and employment as K-12 Building Administrators, Special Education Teachers, School Counselors, Licensed Marriage and Family Therapists, and Licensed Mental Health Counselors.

Our Department mission aligns with the IPFW mission in offering "graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region." Additionally, our department supports the vision of "IPFW will be known for exceptional retention, persistence, and graduation rates, respected signature programs, and graduates prepared to improve the quality of life in their communities as well as compete locally, regionally, and globally", as we prepare our students to meet the demands of our area and beyond.

| 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.

1) The CE program obtained a $76,000 grant to launch "The Family Project”, an initiative to train counseling students in an evidence-based model for working with at-risk youth and their families, and for providing these services to the community. This accomplished has been worked into our modified Goal 5 for the coming year.
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

We are governed by multiple agencies and laws including:

1) The State of Indiana Professional Licensing Agency (PLA) for our Licensed Marriage and Family Therapist and Licensed Mental Health Counselor preparation programs.

2) The State Department of Education for our Educational Leadership, Special Education, and School Counseling Programs.

3) CAEP: The Council for Accreditation of Educator Preparation, as well as three of CAEP’s identified SPAs:
   a. Counselor Education: Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
   b. Educational Leadership: Educational Leadership Curriculum Council (ELCC)
   c. Special Education – Council for Exceptional Children (CEC)
### RUBRIC

<table>
<thead>
<tr>
<th>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</th>
<th>The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.</th>
<th>The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.</th>
<th>The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

<table>
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<tr>
<th>To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?</th>
<th>The unit did not address this question.</th>
<th>The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact.</th>
<th>The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact.</th>
</tr>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

4. Upon review of your department data, are there any data you wish to comment on or contextualize? (Note: Populated metrics will be distributed to departments in January.)

The decrease in degrees awarded and graduate majors in three and five year trends is likely related to several factors including:

1) Within that time frame, the State of Indiana took away the financial incentive for teachers to earn masters degrees and the incentive to earn graduate credits toward license renewal. This has had a major impact on graduate programs across the state, including ours.

2) Relatedly, the EDLD program used to have both a traditional program and a cohort program. At any given time there would be numerous students in the traditional program taking one course toward license renewal. With the changes in state financial incentives, the traditional program was closed.

3) There has been increased competition for students in the CE program with the IUPUI MSW program, which IPFW has continued to allow to expand on our campus. Every year that the MSW program is allowed to offer new tracks or increase enrollments per its contract with IPFW, we see a correlating decrease in applications for the CE program. Thus, IPFW has allowed a directly competing program onto our campus which negatively impacts our recruitment and enrollment efforts.
4) Despite these challenges, the university has not provided adequate marketing resources or support from the Admissions department to allow us to effectively overcome them.

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

6. Are your students required to meet with an advisor each semester?
   No
   Comments: Much of our advising occurs in cohorts or in classes, but individual advising is always available

7. Does your department have formal advising policies that are to be followed?
   No.

8. Do you collect employment data for your graduates?
   No

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

10. If you reported data in question #9, how was this data collected?
    N/A
11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

This data is difficult to interpret for two reasons:

1) Our department consists of three separate graduate programs; this data is presented in aggregate, which does not provide useful information.

2) The vast majority of students in all three of our graduate programs are already employed full or part time when they enter our programs. Further, many of our students are not necessarily interested in leaving their existing jobs (i.e. as teachers, case managers, etc) immediately upon graduation. This data does not allow us to determine if respondents are indicating that they are employed in new positions related to their graduate degrees, or if it reflects their pre-existing employment.

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

The demand for all of our programs is predicted to increase over the next 10 years. The biggest increase is predicted for Marriage and Family Therapists (29%) and Mental Health Counselors (48%). It is important to note that the graduates of our Couple and Family Counseling program are currently eligible for both of those licenses, which will make them highly in demand in the coming decade. For Special Ed, the predicted increases of 9% in elementary, 9% in middle school and 6% in secondary schools are difficult to reconcile with other reports of major teacher shortages in Indiana, including a particularly strong demand for special education teachers.

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

In response to last year’s task force comments, our goals have been modified to make them measurable and related outcome metrics have been specified.

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

Amy Nitza, Ph.D., Chair of the Department
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 J.M.1 and associated outcomes, focused on improving retention and graduation rates.
Goal 1

1. Enter a unit goal:

   GOAL #1 (AS MODIFIED): Within the Department of Professional Studies, each program will increase its enrollments in targeted ways during the 2016-2017 academic year. Specifically, the CE program will enroll 26 students in the 2016 cohort, and will increase overall program enrollment by at least 10 students from Spring 2016 to Spring 2017. The EDLD program will enroll 12 graduate students in the Fall 2016 cohort, and 15 students in the Spring 2017 cohort. The SPED program will increase overall graduate enrollment from Spring 2016 to Spring 2017 by at least 25%.

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: Developed more specific targets for this goal.

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

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

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

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

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

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

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

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

| 3rd Plan 2020 Goal | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
7. Is the unit goal a high, medium or low priority?
   High

8. Why is this goal important to your unit, the university or both?
   This goal aligns with Metric 1.m.1 and is essential for the continued strength of all three graduate programs in our department.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   1) Each program has developed a recruitment ‘funnel’ to use as a guide for planning recruitment and retention activities next year.
   2) Each program has also conducted multiple recruitment and retention activities this year.
   3) We have hired a quarter-time graduate assistant to assist in carrying out these plans.

10. What action(s) does your unit plan to take to support this unit goal?
   1) Each program will proceed with executing the plans identified in their recruitment ‘funnels’, supported by the work of the graduate assistant.

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
   This goal has clearly specified metrics:
   1) The CE program will enroll 26 students in the 2016 cohort, and will increase overall program enrollment by at least10 students from Spring 2016 to Spring 2017.
2) The EDLD program will enroll 12 graduate students in the Fall 2016 cohort, and 15 students in the Spring 2017 cohort.
3) The SPED program will increase graduate enrollment from Spring 2016 to Spring 2017 by at least 25%.

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

   Partial

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

   N/A

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

   The CEPP Dean has allocated resources from his budget to fund the quarter-time graduate assistant for next year.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
We will be able to conduct some of the activities on our recruitment funnel plan within our own department budget and using the time of the GA and faculty time. However, we lack the resource of a marketing professional to provide overall vision and leadership in this process and ensure that we are using best practices. Additionally, because marketing and recruiting are service activities for faculty and we have numerous other service responsibilities, we lack sufficient faculty time to carry out all aspects of our plan.

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

- S & W — Recurring: Yes $\$: 50000
  - Non Recurring: Select Yes/No $\$: Click here to enter amount.
- S & E — Recurring: Yes $\$: 10000
  - 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?
A marketing professional would be used to oversee all aspects of the department’s recruitment and retention plan, and to alter our plan to be consistent with best practices and increase our competitiveness with other programs in the region (and on campus, in the case of the MSW program, and targeted university marketing of only certain graduate programs, none of which are in our department). The marketing professional would also be used to develop high quality marketing materials (print and electronic), funded by the S&E request.

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

As mentioned above, the university has chosen to market select graduate programs (i.e. in a recurring NPR ad) but has declined to market any of our department’s programs. Additionally, the university has gradually increased the number of non-IPFW MSW programs offered on the IPFW campus, despite the MSW program being a competing program to our own CE program.

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</tr>
<tr>
<td>Challenges are not included in the unit’s report.</td>
</tr>
<tr>
<td>Challenges are listed but they are not clearly stated.</td>
</tr>
<tr>
<td>Clearly stated challenges are included for this goal.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

1-2 years

Dates: We intend to accomplish this goal by the end of the Spring 2017 semester.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 2

1. Enter a unit goal:

   GOAL #2 (AS MODIFIED): The department will develop a method and procedures for measuring our professional service and community engagement and service efforts. Rationale: Professional service and community engagement are key aspects of our work as a department. Both were listed as goals in year one, but without ways to effectively evaluate them. So, our goal for this year is to develop a way to measure professional service and community engagement and then to establish a baseline that we can use to evaluate our efforts in future years.

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: This goal was modified to increase clarity and specificity.

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

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

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

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

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

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

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<td>Choose an item.</td>
<td>III.M.2</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>II.C - Community engagement</td>
<td>Choose an item.</td>
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<td>3rd Plan 2020 Goal</td>
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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?

Professional and community engagements are a strength of our faculty. The programs in our department are all closely connected to the community and to their relevant professional organizations. Professional and community engagement strengthens faculty teaching and scholarship and increases student learning opportunities. Our community engagement also adds value to our community partners. This is an area in which our department excels and distinguishes itself in the community, which also provides increased opportunity for student recruitment and retention.

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

Our faculty are actively involved in the community and with several professional organizations. However, we do not currently have an effective way of measuring that engagement, which is the reason for the modification of this goal.

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

We will be working together during program and department level meetings next year to develop the method and procedures for measuring our professional and community engagement and service.

| 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 metric for assessing progress for this year will be a completed method and procedures for measuring our community engagement and service.

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

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

   Yes

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

   We will use faculty time during program and department-level meetings to accomplish this goal.

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.

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?

N/A

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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?

None identified

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

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

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: We will accomplish this task by the end of the Fall 2016 semester.

| 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:

DPS Goal Three: Maintain program alignment with specialized professional association and state expectations. All three programs are accredited and it is vital to maintain that accreditation so our graduates are eligible for state licenses in the appropriate fields.

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.

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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.

<table>
<thead>
<tr>
<th></th>
<th>Area I Goals</th>
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<th>Area III Goals</th>
<th>Area IV Goals</th>
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<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>
7. Is the unit goal a high, medium or low priority?
   High

8. Why is this goal important to your unit, the university or both?
   All three graduate programs in our department are professional preparation programs
designed to lead to state licensure in the relevant professions. Professional
accreditations are essential for state approval of our programs, for our students to be
eligible for, and successful in, obtaining professional licenses and competitive for
employment, and for student recruitment and retention.

9. If continuing your goal, what progress have you made or which action steps have been
   completed?
   1) The CAEP SPA accreditation reports for both EDLD and SPED were completed in 2015-
      2016 and submitted in March, 2016.  2) Offers of employment have been made to two
      CE faculty who meet the requirements for CACREP accreditation.  This will allow CE to
      move forward with the CACREP accreditation process.

10. What action(s) does your unit plan to take to support this unit goal?
    1) All three programs will continue to use the TASKSTREAM database to assess student
        learning and achievement of learning outcomes specified by accrediting bodies.
    2) All three programs will continue to participate in the CEPP Assessment Team to
        maintain all necessary aspects of the accreditation processes.
    3) The CE program will begin planning for the development of a self-study for CACREP
        accreditation.

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

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

   1) Data for all ‘signature assessments’ entered into TASKSTREAM each semester.

   2) After-Action Review (AAR) reports for all signature assessments conducted once each year.

   3) The development of a plan and timeline for conducting the CACREP self-study for CE.

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

   Partial

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

   N/A

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

   N/A

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
Metrics 1 and 2 (see above) can be conducted with current resources. Metric 3 will require additional resources.

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

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
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<tr>
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<tr>
<th>S &amp; W — Recurring</th>
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<tr>
<td>Non Recurring</td>
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<td>$$: 20000</td>
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<th>S &amp; E — Recurring</th>
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<td>Non Recurring</td>
<td>Select Yes/No</td>
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Other: Describe:  Click here to enter text.

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

The funds would be used to hire a consultant or a graduate assistant to assist in the preparation of the CACREP report. The S&E funds are for the cost of the CACREP application.
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?

The CACREP organization has specific accreditation requirements about the number and type of faculty that a program needs to have, as well as the faculty/student ratios for different types of classes. With the two pending new hires, we will be at the absolute minimum number of faculty, and the maximum faculty/student ratios allowed to be eligible for accreditation. Losing any faculty member, or having to increase class sizes, would cause us to have to start the process over. It is important to note that this has already happened once; after losing a faculty member, we had to withdraw an application that represented two years’ worth of work.

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: One year to align program with new CACREP standards and collect assessment data, and another year to write the self-study.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

__________________________________________________________
Goal 4

1. Enter a unit goal:

   DPS Goal Four: Enhance opportunities for faculty to participate in professional growth experiences to augment teaching, scholarship, and community engagement.

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: This goal was integrated into the newly modified Goal 2 above.

   **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.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed
Benefited

S & W — Recurring
Non Recurring

S & E — Recurring
Non Recurring

Equipment — Recurring
Non Recurring

Other: Describe:  

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

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

Click here to enter text.

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<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>Are clearly stated budget plans included for each goal?</strong> (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</td>
<td>No budget information is provided.</td>
</tr>
</tbody>
</table>

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

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

Click here to enter text.

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<td><strong>Are clearly stated challenges identified for each goal?</strong> (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</td>
<td>Challenges are not included in the unit's report.</td>
</tr>
</tbody>
</table>

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

Click here to choose.

Dates: Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 5

1. Enter a unit goal:

GOAL #5 (AS MODIFIED): Develop the IPFW Community Counseling Center “Family Project” and the Interdisciplinary Leadership Doctorate as 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?

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: This goal was modified to increase clarity, and to accommodate programmatic changes.

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

5. Type of goal:

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

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

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

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

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<td>I.E - Signature programs</td>
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</table>

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

High

8. Why is this goal important to your unit, the university or both?
Both of these potential signature programs offer unique educational opportunities not available elsewhere in the region. Both programs also meet unique community needs. Thus, our department can contribute to the university mission while also improving the education we provide to our students. Being designated as signature programs will provide the university support and community visibility to sustain them effectively.

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

1) Leadership Doctorate: a) the proposal has been drafted; b) the curriculum has been developed; c) the IT and classroom needs have been identified; 4) the market needs are currently being assessed.

2) The IPFW Community Counseling Center Family Project: a) a $75,000 grant was awarded by The Lutheran Foundation; b) the project was launched in October, 2015 and the first year is currently underway; c) a $50,000 grant proposal to support year 2 was submitted in March, 2016, with a notification date of July 1, 2016.

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

1) We will finalize all aspects of the Leadership Doctorate proposal and submit it to the university administration.

2) We will continue to commit specified faculty time and department resources to the operation of The Family Project.

| 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?

1) Submission of fully developed proposal for the Leadership Doctorate to university administration.

2) Successful launch of year 2 of The Family Project in Fall 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?
   
   Partial

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

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

   Currently, cost-sharing is in place for The Family Project, with 20% of one administrative professional’s time, and specified department funds, being used to augment the grant funding.

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

   1) Grant funding and cost sharing is currently in place to fund The Family Project through June 30, 2016.

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

Faculty release time will be used to support the finalization of the Leadership Doctorate Proposal.
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 identified.

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

| TASK FORCE COMMENTS AND/OR QUESTIONS: |

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: With appropriate resources, this goal could be accomplished in the Fall 2016 semester.

| 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:
   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?

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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.

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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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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?

Click here to enter text.

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

   CUL - # of positions needed
   Benefited

   S & W — Recurring
   Non Recurring

   S & E — Recurring
   Non Recurring

   Equipment — Recurring
   Non Recurring

   Other: Describe:

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

Click here to enter text.

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

Click here to choose.

Dates:  Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

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

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

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

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates: Click here to enter text.

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

1. Enter a unit goal:

   Click here to enter text.

2. Status of goal:

   ☐ Completed       ☐ Eliminated       ☐ Modified       ☐ In Process       ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

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?

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

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

   CUL - # of positions needed  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?

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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**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.

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

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

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

Click here to enter text.

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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 - #5

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

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

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

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Click here to enter text.

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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

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