2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Student Life and Leadership
Part I

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

The Student Life and Leadership Office is dedicated to supporting the enhancement and advancement of IPFW students by providing co-curricular opportunities which complement academic pursuits and learning beyond the classroom. The Student Life and Leadership staff seeks to provide an atmosphere in which students not only learn, but are challenged, supported, and heard, through diverse programming, dynamic leadership development, and impactful engagement opportunities.

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<th>RUBRIC</th>
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<tr>
<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
</tr>
<tr>
<td>The unit did not provide evidence of their support of the mission statement.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

2. Please list significant accomplishments from the last fiscal year not included in your goals.

Student Life and Leadership is proud of its many accomplishments during the past fiscal year. SLL spent much of the first half of FY15 still adjusting to a new organizational structure and on-boarding two new staff members (50% of our full-time staff). The reorganization provided many new opportunities for SLL to increase community engagement opportunities, streamline administrative functions, assist in campus recruiting, and continues pathways for students to become involved in campus activities, find paying jobs, and support other major campus and community initiatives.

With major assistance from SLL, Homecoming festivities saw their highest participation numbers yet. Thousands of students, staff, faculty, and alumni participated in the over dozen activities and events. A sellout crowd at Arnie Ball court at the Gates Sports Center during the final Saturday basketball game topped off a successful week as the University brought Homecoming back to the IPFW campus. Student Life and Leadership, IPSGA, Alumni Relations, Athletics, Housing, Follett’s Bookstore, and the Chancellor’s Office were some of the many partners who came together to make this week possible.
Student Life and Leadership has continued to support students as they prepare for finals. The SLL Positive Post-it program allows students to take a quick stress break, enjoy a snack, and either take a post-it note or leave a post-it note with a positive message for finals. For many students, this program serves as a much needed break just before entering a final. This program occurs two days during finals week, a quiet time in our office, and is very low budget but serves as a great support system for our students in knowingly high times of stress. Very similar to the Helmke Library’s Study Table program, this program strives to let students know that we do support their academic pursuits and are available for a simple smile and high-five or to provide referrals to our partner support programs on campus, including CASA, Dean of Students, Counseling, and Services for Students with Disabilities.

In June 2015, SLL participated in the Special Olympics Unified Torch Relay Across America, carrying the torch approximately one-quarter mile on St. Joe Center Road near St. Joe Road. This effort raised $723 for Special Olympics. The 13-member IPFW team was comprised of staff and students from multiple departments on campus and included students who are part of Special Olympics teams. IPFW represented the only participating collegiate team in the Fort Wayne area. The Indiana – Purdue Student Government Association (IPSGA) has continued to support the Northeast Indiana Special Olympics by making IPFW the collegiate partner for the Polar Bear Plunge and by sponsoring the upcoming Special Olympics Regional Conference. IPFW is the only collegiate partner for the Northeast Indiana Special Olympics.

In July 2015, SLL hosted 30 students from National Cheng Kung University in Tainan, Taiwan in a two week leadership education course. During this course, students were exposed to myriad of examples of leadership and entrepreneurship in the Northeast Indiana area, including talks about leadership and politics from Andy Downs; economic development and community engagement by Kim Sabrosky, Rob Cleveland, and John Urbahns; and diversity and multicultural engagement by Max Montesino, Ken Christmon, Marietta Frye, and Quincy Davidson. Additionally, students were offered opportunities to visit local industry in Northeast Indiana, including Zimmer, WaterFurnace, and Franklin Electric. This opportunity, provided by Max Yen, allowed for Student Life and Leadership to begin to train 12 IPFW student leaders to serve as hosts, build new community partnerships, expand our leadership programming skills to be able to further understand leadership in a global context, and to allow us to ensure that we are keeping current in programming to ensure that we are creating leaders that are local to the region. This leadership workshop was completely funded by the Taiwanese Ministry of Education and the surplus funds have allowed us to reinvest in global leadership education and contribute to leadership programming at IPFW.

In July 2015, SLL also hosted 30 students from East Allen University, a local high school that is part of the East Allen School District, which allows students to complete an associate’s degree through Vincennes University at the same time as they complete a high school diploma. The program utilized four IPFW student fellows (paid by
Vincennes) for three weeks to assist emerging senior students in a summer course. EAU students also lived on the IPFW campus (sponsored by the Vice Chancellor for Student Affairs) and utilized an IPFW computer lab for the 2nd week of the course to gain experience of college life. At the end of the 2nd week, EAU many students had changed their opinion of IPFW and were considering IPFW as their college of choice. In follow up with the Dean of East Allen University, Dr. Odelet Nance, so many of the students through the program are now planning on attending IPFW in the fall that Dr. Nance is working with Admissions to streamline the admissions process.

In July 2015, SLL assumed responsibility for flying the new 20-foot, custom Mastodon balloon in the Three Rivers Parade. SLL partnered with Marketing Communications and Alumni Relations to distribute mastodon masks and crayons and IPFW branded plastic bags to community children. This effort resulted in IPFW being awarded the Joan Dixon White Award for Most Entertaining Unit – Non-Commercial as well as remaining well-represented throughout downtown Fort Wayne throughout the Three Festival as parade-goers were often seen carrying the IPFW-branded bags to carry their festival goodies.

During the fall semester, SLL worked with Admissions to provide talks to potential students. This marked the first time that SLL was consistently partnered with Admissions and assisting in campus recruitment. The talks were well received by the visiting high schools and admissions staff noted that SLL talks were the most popular talks to be requested and received.

SLL has worked to raise over $10,000 (and counting) of external cash and in-kind gifts to support The BIG Event, IPFW’s BIG day of community service. SLL has continued to increase fundraising each year and in 2015 executed its first multi-year fundraising sponsorship. Sponsor partners include Parkview Health, Aramark Dining, 4imprint.com, and Fort4Fitness. IPFW received a generous donation from Fort4Fitness after 150 IPFW students, faculty, and staff volunteers for the Fort4Fitness Fall Festival, providing the largest number of volunteers from a single organization. Fort4Fitness officials told SLL staff that they are relieved each year to receive IPFW volunteers and can trust that our volunteers will show up ready to work and work harder than any other collegiate volunteers!

SLL is proud of all of our student leaders! The 327 student presidents, vice presidents, and secretaries of IPFW’s 123 student organizations maintained an average GPA of 3.27 for the Spring 2015 semester. SLL does not have a minimum GPA requirement for our student leadership positions but they consistently remain in excellent academic standing.
### 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 do not currently hold any program-specific accreditations.

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

4. Please provide the performance metrics identified for your unit and the associated data. (Note: Include the time period the data represent.) Upon review, are there any data you wish to comment on or contextualize?
Per the Strategic Plan for the Division of Student Affairs and its accompanying metrics, SLL measures its contribution to leadership, diversity, belonging and community, and post-graduation success. SLL captures data through its new Community software, a web-based database that imports data from Banner, manages student organization data, event tracking and attendance, Co-Curricular Transcript entries, and offers robust reporting. Community also offers the campus the opportunity to reach students with a bi-weekly newsletter, True Blue, which tracks and analyzes emails. SLL started utilizing Community in a live environment in August 2015, spending much of the fall semester converting previous pen-to-paper processes into a system that provides real-time analytics. We also analyze data from the imleagues web-based intramurals sports management software, to track intramurals participation and scheduling; qualtrics surveys to report on locally developed surveys; and responses from nationally normed instruments.

In the first semester of utilizing Community, SLL has partnered with the Chancellor’s Office to publish and send out nine issues of the True Blue student newsletter. This bi-weekly email reaches 12,834 students, with an average open rate of 37.2%. This communication outlet has also allowed us to reach students by email for three special announcements and one targeted audience message for the senior class gift.

The Community software allows SLL to facilitate student event requests in 12-48 hours, compared to our previous process that required approximately one week. For the fall 2015 semester, SLL supported 261 completed events, with an additional 37 events in a draft stage, 15 events requested but needing more information, and 84 active (either ongoing or upcoming) events, for a total of 397 events.

Community also allows SLL to track student engagement in the aggregate for each event as well as by individual student. SLL is able to easily report on 18 basis’ (name for Community data field) including, event, event attendance, event registration, account type, advisor, membership, student, student groups, and polls. We can provide detailed reporting on name, gender, date of birth, ethnicity, ID number, degree level, class, school, program, major, minor, employment interests, languages spoken, and several other variables. As a new system, some of the data and details are still being populated in the system by increased student use. Through several initiatives, we anticipate very robust reporting to be available within the next year. We have designed partnerships with many academic and academic support units to leverage the data housed in community along with the engagement opportunities and data available within each unit on campus to exponentially expand reporting, analytics, and student success projection resources.
Specific reports from any of the systems referenced above are available upon request but not included in this process for ease of the readers, as including all possible data would add hundreds of pages to this report and require much greater contextualization.

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

Thank you for your time and feedback. It has been interesting to be part of this process and the comments helped our office to contextualize our position in relationship to the larger university structure and daily work of many departments and individuals.

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

Kasey Price, James Velez, Victoria Spencer with assistance and input from Danna Whitney, Casey Eisenreich, and Alex Harvey.
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:
   Improving posting policies, student communication, social media education, and outreach

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

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   N/A
   **If this goal was completed, skip to the next goal.**

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

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

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

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

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

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

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<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
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<td>I.A.2</td>
<td>Choose an item.</td>
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<td>2nd Plan 2020 Goal</td>
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<td>Choose an item.</td>
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<td>3rd Plan 2020 Goal</td>
<td>I.B.5</td>
<td>Choose an item.</td>
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7. Is the unit goal a high, medium or low priority?

High

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

By moving many of our current methods of communication to digital formats, we will be able to reach more students across multiple platforms, update and transmit information more quickly, better support the University’s emergency communication plan, and save financial and personnel
resources. Expanding communications on campus by increasing interior and exterior digital signage, utilizing the platforms available through the SLL Community software, and updating the campus posting policy will build and strengthen relationships, and encourage student, faculty, and staff retention by increasing awareness of social, educational, and cultural programs and events on campus.

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

We have worked to develop a social media education curriculum that teaches students how to use social media appropriately, encourages active participation on social media platforms with respect for others, and articulates in-classroom and co-curricular experiences to appeal to potential employers. Understanding the value of an appropriate Digital Identity is crucial for our students, faculty, and staff as they actively participate both as members of the IPFW community and as members of a global digital community. Many very recent examples of unfortunate online behavior serve as reminders of the importance of appropriate speech and online identity.

We have completed the first stage of implementation of the student group management system, Community. From a departmental perspective, this system provides a valuable tool for transmitting important co-curricular information to students, while also providing for back-end analytics of student engagement with the aforementioned information. The fall 2015 soft launch is intended to introduce student organizations and university departments to the system to establish a baseline of trained users prior to a larger launch in spring and fall 2016.

A new campus committee will begin meeting in spring 2016 to revise or rewrite the current campus posting policy. The currently policy was last updated in 2009 and does not include many significant physical campus expansions, changes in technology utilized on campus, and the changes in the type of content that departments and student groups wish to deliver to students and IPFW community members. This committee will include student, faculty, and staff representatives and will strive to clear up confusion in the current policy as well as provide a clean, safe, and attractive campus community.

SLL was also a partner in the now successful project to launch a mobile application in 2015 and is an active partner in the current campus calendar project that is expected to go live in spring 2016.

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

Student Life and Leadership desires to increase student engagement and participation on campus by the use of several free social media dashboard applications (TweetDeck, Hootsuite, etc.) with links to local IPFW websites and information sources. Students regularly find out about events and opportunities on campus through word-of-mouth, social media, and campus advertising.
Utilizing dashboard applications will allow our office to program announcements, educational tips, information about other departments, and other relevant IPFW information to be deployed at set times. Maintaining a consistent social media presence is a key component to the success of engaging any audience.

We have established a timeline and fiscal plan to update software and install digital signage across campus in conjunction with ITS and the Vice Chancellor for Student Affairs.

2016 will also see the second stage of implementation of Community. The system will be formally launched to the general student body and incoming students and will include many opportunities to track co-curricular offerings by our partner units in academic and academic support units.

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<tr>
<td><strong>Do the unit goals align with the University’s goals?</strong></td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

SLL will use program evaluations (Qualtrics) and program participation rates (Community) to continue to monitor the most responsive method of communicating with students. We will also be able to use in-app/program statistics to determine the most frequently viewed posts to better align our communication strategies for future communications.

We will achieve a large portion of this goal by adding additional digital signs across campus, launching a user-friendly campus calendar that pulls from multiple sources across campus, and updating the campus posting policy to reflect the physical, technological, and student growth on campus.
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<td>Are clearly stated performance measures provided for each goal?</td>
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<td>(Performance measures are considered ‘clearly stated’ if a benchmark</td>
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<td>and quantitative measurement is included).</td>
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<td>The unit provided performance measures but they are not clearly</td>
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<td>stated.</td>
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<td>Some of the stated performance measures are clearly stated.</td>
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<tr>
<td>All performance goals are clearly stated.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Partial

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

Click here to enter text.

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

Click here to enter text.

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

We are able to support many of the programmatic and co-curricular educational opportunities surrounding social media education at little to no fiscal cost. Many of the web-based social media platforms are free and educational resources are robust. The office time to prepare and execute will be a challenge.

Updating the campus posting policy will require committee time resources but should require little to no fiscal resource.

The campus calendar updates will not require any fiscal resource from SLL.
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 .25
  - Benefited No

- **S & W** — Recurring Yes $$: 9012
  - Non Recurring No $$: Click here to enter amount.

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

- **Equipment** — Recurring Yes $$: 8800
  - Non Recurring Yes $$: 48600

**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?

The .25 CUL would be utilized to transition our current .25 graduate assistant to a .5 graduate assistant to facilitate additional social media, campus posting, and other needs outlined in other goals. I will only make the request for a .25 graduate assistant one time but may outline or identify needs for additional resources that may be completed by this GA position in subsequent goals.

The equipment expenses reflect the proposal that was recently provided to the Vice Chancellor for Student Affairs to support adding 20 additional digital signs across campus over the next four years. The proposal requests funding for five monitors to be installed annually ($12,150 annually) for the next four years ($48,600 total) and the $220 annual fee for each monitor ($5,800) plus the annual software fee of $3000.
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 formal roll out of Community will continue to require significant investment of staff hours in order to provide appropriate training and support to end-users. Moving more communication to a digital format is expensive and will require additional staff training. We have to continually monitor our social media platforms to ensure that we are constantly keeping up with student trends.

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: 2016 for some parts of this goal, ongoing for others.
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<td><strong>Are time frames included for each performance measure</strong> (metric)?</td>
<td>No time frames are included with the performance measures.</td>
<td>Some of the performance measures include time frames.</td>
<td>All performance measures include time frames.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 2

1. Enter a unit goal:

Streamlining processes for Student Organizations, particularly with respect to required paperwork

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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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?

Student Organizations are required to fill out and submit to Student Life and Leadership a significant number of forms in order to conduct business, plan events, and retain their recognition by the University; some of which may require students to obtain signatures from
third parties. Many of these forms are still in paper form and must be filled out, signed, and submitted by hand. The time and legwork required to complete these paperwork processes creates roadblocks and unnecessary burdens for organizations and their student leaders. Eliminating these burdens would increase access to participation by students – especially commuter and non-traditional students - who would otherwise be discouraged by time-consuming administrative processes.

Many hours are currently spent working through paperwork with student organizations for events, meetings, travel, fund-raisers, etc. by SLL staff. This creates paper overflow and consumes time that could be used more efficiently on other projects, programs, and events for the student body. Minimizing paper-bound processes will also help to reduce the amount of paper used by both students and the SLL staff, helping to reduce waste and save valuable resources.

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

We have completed the first stage of implementation of the student group management system, Community. The soft launch is intended to introduce student organizations and university departments to the system to establish a baseline of trained users prior to the official launch. Community has allowed for student organizations to upload their information directly to their organization profile in the system, bypassing at least some of the necessary physical paperwork.

The system also bypasses the previous unwieldy Co-Curricular Transcript process, allowing students to record relevant co-curricular experiences as they happen and download a completed, pre-formatted transcript.

IPSGA has also worked to clarify and simplify its chartering and constitutional amendment processes by improving communication between the Senate Student Affairs committee and student organizations, and by updating relevant forms.

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

SLL will continue to expand the capacity of Community to support online data collection for student organization in order to phase out physical paperwork.

| 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?

SLL will offer a yearly assessment to Student Organization leaders to evaluate whether the program is effectively achieving its intended purposes. SLL staff will also assess whether and how organizations are utilizing the program, and whether improvements can be made to delivery methods, training, or other factors that may impact student usage.

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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 reorganized our departmental budget and structure for FY 15 to afford the Community software and have been able to streamline several office processes to make personnel available to assist students with the on-boarding process. We are reducing printing and approving events and student organization requests faster than we were in our previous processes allowing us to spend more time investing in individual student organization procedures and organizational methods. We utilized a graduate student intern in the summer of 2015 to create instruction manuals to assist with the on-boarding process and an undergraduate student intern during the fall 2015 semester to assist with some of the software conversion that we knew would be time consuming but a good
learning opportunity for a student wishing to expand their resume and writing skills.

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

We have reduced printing, telephone, and other administrative and supplies costs in the office to fund the annual software license for Community. Much of that savings for reallocation comes through the software itself by being able to reduce printing for each request that is received through this office.

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. |

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 primary challenge lies in effectively training student leaders to use Community, and gaining enough buy-in from students and staff to maximize usage. Implementation of online programs, such as Community, does represent a significant investment of time and energy, as we continue to promote the system’s capabilities, and train student leaders and staff. Training and promotion must be ongoing and consistent to account for student turnover.

During the first stage of implementation, SLL continues to maintain some concurrent paperwork processes in order to ease the transition from paper to digital.

We also expect to encounter some resistance to the new system as we enter stage two of implementation, and will need to be able to effectively communicate to stakeholders the value of the program, while also listening to concerns which may arise.
Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.

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

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Much of this goal will be accomplished during the Spring 2016 and Fall 2016 semesters.

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:

   Increase the number and frequency of partnerships between Student Life and Leadership and university departments, staff, and faculty to provide greater campus buy-in and support for student 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?

   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: Combined with another goal: **Greater collaboration with and support for student-led initiatives and programs**

   **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?

Support by non-Student Life campus entities demonstrates to student organizations and individual students an institution-wide commitment to student-led initiatives and student success, while also increasing the capacity for Student Organization events and programs. These two factors help to create more opportunities for student engagement and promote a campus-wide culture of engagement. Such support is especially important to marginalized students and the organizations which serve them, as members of marginalized populations are more likely to perceive a lack of institutional support and be represented in campus involvement opportunities, and are therefore less likely to engage in campus life.

Collaboration between student organizations and faculty/staff facilitates the formation of mentoring relationships in the context of knowledge acquisition and application through student organization activities. For academic organizations especially, these co-curricular engagement opportunities allow students to work with professors to combine knowledge gained in the classroom with knowledge gained through their student organization experience for real-world application.

Student-led programming is an important source of involvement opportunities for students, especially members of marginalized and/or underserved populations who may perceive a lack of such opportunities that represent them or serve their needs.

Student-led initiatives represent a powerful source of knowledge application and integration, particularly for members of academically-based organizations, and leaders of all organizations. Students can expect to engage in planning, organization, and communication activities that will help them develop important professional skills.

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

The new Student Travel Funding Award process includes students, faculty, and staff on the committee. Faculty and staff report that this is “the best committee that they serve on” because they know they “are directly influencing the lives of students.” The award process enables students to travel around the world to experience unique educational opportunities and present IPFW-based research.

Student Life and Leadership actively promotes a culture of collaboration by directing students to seek out partnerships with faculty, departments, and the IPSGA Student Activities Board whenever possible and appropriate. To help facilitate these collaborations, SLL also provides
student leaders with formal introductions to potential campus partners where needed, and helps to cultivate relationships between key campus partners and related student organizations.

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

Student Life and Leadership will continue to promote collaboration between student organizations and University departments, faculty, and IPSGA wherever possible and appropriate.

Related to supporting student-led initiatives, SLL will create incentives for student orgs to partner with other campus entities/other student orgs.

Student Life and Leadership will continue to partner with IPSGA on signature collaborative events, including Freshman Fest and Homecoming, while also seeking other opportunities throughout the year to collaborate to bring quality programs to students.

IPSGA Student Senate has indicated strong interest in providing more training and resources for student organizations on fundraising and event planning, which represents a significant partnership opportunity for Student Life and Leadership.

SLL is also partnering with many campus departments to provide opportunities for data collection, Co-Curricular Transcript implementation, and participation in high-impact instructional practices through the phase II expansion of Community. On-boarding partners include CASA, CWRA, 21st Century Scholars, Marketing Communications, Chancellor’s Office, VPA, Business, Library, and Health and Human Services.

| 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. |

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

Student Life and Leadership will track the number of Student Organization events co-sponsored by other campus entities, and gather feedback from involved parties regarding the relative success of these programs.

We will continue to solicit feedback from our student organization leaders and students who attend by surveying event attendees and holding focus groups.
The new software will allow us greater access to student interests and feedback by giving the individual user the opportunity to create profiles and communicate with SLL staff.

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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 have already rearranged resources to be able to support the on-boarding of Community. We are working on training staff to be able to have of the SLL staff available to assist with onboarding departments interested in utilizing the software. Our biggest challenge has been supporting the departments interested in utilizing the software. For SLL, the interest in the software is a welcome problem to have and we will figure out how to support the requests, as we planned for future partnerships anyway, this is just earlier than anticipated.

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

Our staff may opt to end appointments on other committees to provide support for the demand of campus partnerships.
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:  

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?

The success of this initiative will depend on willingness of other departments/faculty/staff/IPSGA to partner with Student Organizations and invest resources into co-sponsored programming. We are seeing positive progress but it will remain a challenge.

Some elements of our action plan will be contingent on willingness of student stakeholders to partner with SLL, which may shift with student turnover.

As with any endeavor to support student-led programs, we must be conscious of the need to balance our support against the need for student organizations to be self-sufficient and self-directing.

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?

3-5 years

Dates: This is an ongoing goal that will have several points of reportable progress along the way.

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TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 4

1. Enter a unit goal:

   Increasing participation at events/programming offered by Student Life and Leadership

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: Combined with previous goal: *Increased participation by students in Student Organizations*

   **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?

High

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

Students who participate in Student Life and Leadership programs will be engaged in activities that will increase their leadership capacities, connect them to their community and campus, and
expose them to opportunities for involvement. Students will be able to easily track co-curricular experiences through a digital Co-Curricular Transcript.

Students who are involved in student organizations are engaged in both the application and integration of knowledge, and frequently engage with the community at IPFW and in the Fort Wayne area through their events, community service, and other activities. Student Organizations are one of the easiest and most flexible ways for students to get involved, particularly for students who, due to their personal circumstances, would find it difficult to participate in more structured university programs.

Student Organizations, especially cultural organizations, are an important engagement opportunity for minority students who may otherwise perceive a lack of representation in other University programs. Student organizations help to create safe spaces for marginalized student groups, and having strong cultural organizations can serve as a powerful recruitment tool for IPFW.

Members of traditionally underserved populations who see themselves represented in programs and events by virtue of minority participation are more likely to choose to attend and/or become involved on campus. Increasing overall participation in our events and programs serves to also increase the proportionate participation by underserved populations. Expanding leadership programming will allow SLL to reach more diverse groups by creating unique programs that will encourage participation of minority student groups.

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

We are in the first stage of implementing Community, which, in addition to streamlining paperwork processes, provides tools for student organizations to recruit, communicate with members, and promote activities. These tools will increase the capacity of student organizations to engage with the student body and for individual students to connect with organizations that match their personal interests and professional development needs. Students will be able to search student organizations and upcoming events, and stay engaged with the organizations with which they are already involved.

SLL has expanded the Student Organization Fair to include a Spring fair in addition to the existing Fall fair, providing an additional opportunity for recruitment.
10. What action(s) does your unit plan to take to support this unit goal?

Student Life and Leadership will continue to advertise programming being offered, making use of multiple promotion strategies, including, but not limited to, digital signage, Inside IPFW for students, social media campaigns, and tabling. The SLL Office would also like to increase the visibility of student organizations by featuring them in publications and social media targeted to a student audience.

We also will work to continue providing programming that excites and engages students in meaningful ways, and encouraging students to be engaged outside of the classroom by consistently communicating the personal and professional benefits of campus involvement.

Promote the use of digital and guerilla promotion strategies by student organizations, in addition to, or replacing, fliers. This may involve creating additional outlets for student organization promotion, the promotion of emerging outlets such as digital signage, and directing students toward pre-existing resources for developing effective marketing campaigns, including looking at successful organizations on other campuses and creative corporate marketing.

| 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?

By conducting on-going assessments during programs, the SLL office is able to gain valuable information, including how students hear about the programs, what they are looking for, and how satisfied they are with the programs themselves, allowing SLL to respond quickly and intentionally to the needs and concerns of students.

We will also survey students on campus regarding the types of programs and involvement opportunities they would like to see and would be likely to participate in outside of the classroom.

Currently, student organizations are required to submit to the SLL office a member list by December 1 of every year. Using these lists, SLL is able to track organization membership from year to year, allowing SLL to respond appropriately to fluctuations in participation numbers. With the soft launch of Community, we are able to monitor student organization membership in real time.
The use of Community will allow us to identify how many and which students participate in events, activities, and programs offered by Student Life and Leadership and to track the level of participation students have on campus.

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

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

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

Yes

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

We will continue to utilize our staff to create partnerships in many of the ways described in goal #3. A huge part of meeting this goal is by being intentional about creating partnerships when a clear opportunity presents itself as well as making sure to be aware of other campus offerings. We have noticed an increase in participation in certain programs when we work directly with academic departments to advertise and recruit students who are likely to be interested in specific topics.

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

We are primarily reallocating marketing efforts, however, we will utilize our graduate assistant to assist with associated data collection and outreach.
15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

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

CUL - # of positions needed  
Benefited  Select Yes/No

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

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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?

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?

The average IPFW student not only attends school, but also works either part time or in some cases full time. A continuing challenge, therefore, is getting students to recognize that their college experience is not just about getting a degree, but also about the experience they gain outside of the classroom that build upon their in-class learning.

Student organizations have stated that they have encountered difficulties trying to recruit new members. As stated under the previous goal, the nature of the student body poses unique challenges in engaging individual students outside of the classroom.

National research tells us that students are more likely to be successful in degree completion and a post-graduation job search if they are engaged while they are on campus. While we could simply let students choose to get involved on their own, many of our students are first generation and do not realize the lifelong value of being involved on campus.

RUBRIC

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

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

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

1-2 years

Dates: Ongoing but we should be able to make significant progress within the next two years by adjusting some outreach and marketing through methods mentioned in previous answers and goals.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 5

1. Enter a unit goal:
   
   Increased participation by students in Student Organizations

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:  Combined with another 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.

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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?

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  Select Yes/No

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

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

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

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

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

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

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

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

Click here to choose.

Dates: Click here to enter text.

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

1. Enter a unit goal:

Greater collaboration with and support for student-led initiatives and programs

2. Status of goal:

☐ Completed  ☒ Eliminated  ☒ Modified  ☐ In Process  ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses  ☐ Priorities shifted
☐ No funding for salary & wages  ☐ Loss of staffing
☐ No funding for equipment / maintenance of equipment
☒ Other: Combined with another 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.

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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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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?

Click here to enter text.

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

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

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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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?

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

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19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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

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

Click here to choose.

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

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

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

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

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

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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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Benefited  Select Yes/No

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

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**RUBRIC**

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

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

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**RUBRIC**

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

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

Click here to choose.

Dates:  Click here to enter text.

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #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
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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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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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| 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>
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<tr>
<td>Are time frames included for each</td>
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<td>performance measures.</td>
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<td>time frames.</td>
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<td>All performance measures include time</td>
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<td>frames.</td>
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| TASK FORCE COMMENTS AND/OR QUESTIONS:      |

__________________________________________________________________________________________
New Goals for 2015-2016 - #3

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

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

Click here to enter text.

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

| TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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  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. |

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

Click here to enter text.

RUBRIC

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

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

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

Click here to choose.

Dates: Click here to enter text.

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  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 |
|-------------------|-------------------|-------------------|
| **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.

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</table>

**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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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 I.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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<tr>
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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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<td>Goal does not align with the University's goals.</td>
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</table>

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

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

Click here to enter text.

**RUBRIC**

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

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

Click here to enter text.

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

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

Click here to enter text.

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

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

Click here to choose.

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

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<td>No time frames are included with the performance measures.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**