2015

University Strategic Alignment Process Report

Indiana University – Purdue University Fort Wayne

Student Success and Transition
Part I

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

The Center for Student Success & Transitions (SST) promotes an enhanced learning experience for IPFW students. SST programs and initiatives create a challenging and supportive environment, enabling successful transitions to the university, a solid foundation for continued academic success, and timely progress towards graduation for all students. Specifically, SST serves the following student populations:

- All incoming freshmen transferring 29 or fewer credit hours (New Student Orientation)
- Undecided students
- Conditionally admitted students
- Students participating in National Student Exchange in both directions of the exchange
- Students in the Crossroads program currently at Ivy Tech but wanting to pursue an IPFW education
- All students on academic probation
- All students wanting to partially or fully withdraw from courses
- Re-admitted, re-entry and non-degree seeking students
- Student leaders (Don2Don Student Success Coaches, Peer Advisors, Orientation Assistants)

Equally, SST facilitates campus-wide student success efforts (This is What Success Looks Like graduation campaign and BLUE Campaign). SST not only serves to provide access to thousands of students in the above capacities, but builds and facilitates institutional programs aimed at increasing the retention and success of all IPFW students.

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<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</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.

- SST re-envisioned New Student Orientation (NSO) with the following points of primary interest and accomplishment:
  - First extended Orientation model spanning three full days of intensive integration into the IPFW community
    - 1,750 students in attendance on each of a three day Orientation process
    - 750 family members in attendance the first day of Orientation
    - Integration of IPFW faculty providing presentations, highlighting School/College aspects, and connecting with major-based students
    - New data collection process by which SST will be able to track student success and persistence based upon attendance at all, two, or one day of NSO
  - This report will be run and available January 2016
    - First-ever Freshmen Convocation
- SST implemented a common read program for all new deciding students. Students were provided *StrengthsFinder 2.0* and took the associated assessment during their respective Advising and Registration day June-August, 2015 and were encouraged to attend a follow-up program during the 2nd week of the semester. As part of this program, 12 deciding workshops were implemented to provide an overview to majors offered within each College/School. Presenters of these workshops were lead advisors in those departments (staff and faculty). Students were required to come to at least two (2) deciding workshops.
  - 121 new deciding students attended an advising and registration day
  - Thirty-four percent (34%) attended the follow-up common read event
    - Seventy-seven percent (77%) of these students agreed the assessment and common read program helped further their knowledge on a potential major
  - 12 deciding workshops were provided
    - Thirty-four percent (34%) attended at least one workshop
      - Sixty-six percent (66%) of these students strongly agreed that they learned something new from the workshop(s) they attended
      - Seventy-six percent (76%) of these students said the workshop(s) they attended helped them move closer to choosing a major
  - Twenty-one percent (21%) n=26/121 students have declared their major during the current semester.
- SST implemented and administered the new university-wide course withdrawal policy and procedures to effect the number of full withdraws and return of Title IV
funds to the federal government. The following are points of primary interest and accomplishment in comparison to 2014 Fall Semester withdrawal data:
  o Nearly 1/3 fewer full withdraws after the first week of classes
  o About 27% fewer credits withdrawn
  o Fewer “Appeal of Fees” refund requests
  o Having more information about why students choose to withdraw from classes
    ▪ Top reasons for a full withdraw were family/personal (43%) and employment (35%)
    ▪ Top reasons for withdrawing from one or more, but not all classes were academic difficulty (48%), academic load (29%), and employment (23%)

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

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

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

N/A
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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?

Click here to enter text.

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

SST continues to take shape with the mission of student success at our epicenter. At the time of authoring last year’s USAP report, the unit had been in existence less than 6 months. Therefore, the majority of the goals were formative, foundational and general in nature as the institution reorganized to place student success at the forefront of our work. With that said, the last 18 months have provided both a myriad of changes and a constant that is our work towards and support of student success. Moving forward, institutional data and continued reorganization informs our work as we re-envision our structures, programs and processes to support IPFW’s most at-risk populations. With the monumental success of the 2015 New Student Orientation and the institution of the new withdrawal policy campus-wide, the unit can now look to student populations that were previously woefully under-supported in previous renditions of the Academic Success Center (prior to July 1, 2014) and the institution as a whole.
6. Please list the names of the authors of this USAP report.

Krissy Creager
Alison Rynearson
Corrie Fox
Karen Case
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:
   
   Foster student success by equipping students in transition into IPFW with the tools, resources and support necessary to establish a solid foundation for achievement.

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: Narrowed focus to specific populations (addressed in 2016-2017 goal #1) to address institutional data and needs of specific at-risk student populations.

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 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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<thead>
<tr>
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<th>2nd Plan 2020 Goal</th>
<th>3rd Plan 2020 Goal</th>
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<td>Choose an item.</td>
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<td>I.E.2</td>
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<td>I.M.3</td>
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</table>
7. Is the unit goal a high, medium or low priority?

   This is a constant priority that provides the foundation for our work. In the more focused iteration below, this is a high priority goal.

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

   This goal specifically and directly impacts the retention, persistence and success of some of the most documented at-risk IPFW populations per IR and analysis provided by Dr. Drummond (2015). With focused support and outreach amounting to nearly 3,000 students across academic majors, it is an institutional priority to increase the success rates of these student groups – SST serves as a portion of that wrap-around support structure.

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

   Foundational data analysis has been completed resulting in structural and procedural changes that now allow for targeted outreach to the most at-risk special populations.

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

    1. Provide staff structures appropriate for student load and volume of work.

    2. Continue to research best practices and combine them with IPFW student body needs accordingly to develop support structures and programs promoting student success.

    3. Proactively assess and evaluate the success of the systems and programs, amending and strengthening throughout the process.

| 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?

Primary indicator of success will be retention rates of the targeted populations and overall success rates of those groups (including but not limited to: successful transfer to another institution, progression toward degree, etc.).

| 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?

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?

Resources will be re-structured according to institutional need and support of targeted student groups. This is not and will not be a stagnant process as the needs of the student body and the risk factors to persistence evolve.

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

Internal restructure of duties and time allotted to fulfill the same.

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: 

Other — Recurring  
Non Recurring 

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

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

Institutional support from academic units and student buy-in and participation without a required set of programs.

19. What is your timeline for accomplishing this goal?

This is an on-going task with structures that will be formally put into practice beginning Fall Semester 2016. We will be able to assess and evaluate success at the end of each semester and at census of the next semester(s).

Dates: Click here to enter text.
### RUBRIC

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<tr>
<th>Are time frames included for each performance measure (metric)?</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 2

1. Enter a unit goal:

   Create institutional processes for the on-going education and support of students through the first-year in order to ensure a foundation of learning inside and outside of the classroom.

2. Status of goal:

   [ ] Completed  [ ] Eliminated  [x] Modified  [x] 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

   [x] Other: Institutional data collected and analyzed November 2015 shifted the purpose and priority of this goal to a population in the second semester of their first year. Therefore, goal was placed on hold awaiting that data, and will be modified to goal #3 below based upon the findings.

   **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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<tr>
<td>I.A.2</td>
<td>Choose an item.</td>
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| 2nd Plan 2020 Goal | I.M.1 | Choose an item. | Choose an item. | Choose an item. |

| 3rd Plan 2020 Goal | I.E - Signature programs | Choose an item. | Choose an item. | Choose an item. |
7. Is the unit goal a high, medium or low priority?

High

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

Institutional data collected by IR and analyzed by Dr. Drummond and AVC Student Success & Transitions identifies an at-risk population defined nationwide as the “murky middle”. This group of students is relatively untouched and unsupported after their first semester and persistence data shows an up to 20% decline in persistence from second to third semester. Therefore, this goal and subsequent programming and support directly impacts the retention of this group of students, by which improving their persistence, university retention rates and student success as a whole.

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

Data has been analyzed and program and support structures are currently in development.

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

Internal restructure of staffing resources; development of signature programs and outreach; and institutional structures that support this group of students.

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

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

Persistence data will be the primary indicator of success beginning Spring Semester 2017.
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?

   With the position verbally approved by the VCSA and VCAAEM, 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?

   Internal restructure and the hiring of an additional professional position to develop curriculum, assessment and evaluative measures.

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

   Internal staffing restructure

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

   Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

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

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

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

College/School buy-in and institutional push to require student completion.
19. What is your timeline for accomplishing this goal?

3-5 years

Dates:  Click here to enter text.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</th>
<th>Challenges are not included in the unit's report.</th>
<th>Challenges are listed but they are not clearly stated.</th>
<th>Clearly stated challenges are included for this goal.</th>
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Goal 3

1. Enter a unit goal:

Continue to build upon, strengthen and provide formal avenues for intense and intrusive peer mentoring and coaching for all students through the Don2Don Student Success Coaching program.

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: Focus of the Don2Don Student Success Coaching has shifted to focus on working with individual students on probation, providing related student success workshops, outreach, and marketing of student success messaging, while continuing to offer individual student success coaching appointments to the general student body.

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

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

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

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

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

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

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<td>2nd Plan 2020 Goal</td>
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<td>3rd Plan 2020 Goal</td>
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7. Is the unit goal a high, medium or low priority?

Low

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

This program allowed for peer-to-peer connections and support, which has been proven to be the “single greatest influence on college student decision making during the college years” (Newton & Ender, 2010). Such support works to enhance students’ ability to make wise choices in college.

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

The Don2Don Student Success coaches have met with individually with 121 (mostly probation) students, a larger portion of the student body than compared to years past. The D2D program has already seen success in sharing student success messaging through social media (Facebook reach of more than 150 at times and Twitter @IPFWSuccess with 268 followers), outreach at several campus events (men’s basketball games, diversity showcase, study abroad fair, etc.), and high attendance at success workshops (five workshops, 51 students total). The Don2Don Student Success Workshops used an assessment tool to determine if attendees learned new information (100%), believe that they will be a more successful student because of what they learned (98%), and what changes they plan to make in their behavior based on what they learned at the workshop. A successful performance measure was considered 75% and above. Workshop topics for Fall 2015 included: study skills, time management, test anxiety, tour of academic resources, and useful apps for college students.

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

The Don2Don program will transition to supporting other SST initiatives, which are detailed in other USAP goals, and will thus no longer be a singular goal moving forward. Don2Don student success coaches will be utilized in SST programs such as our probation support program and as teaching assistants in student success courses currently under development.

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<tr>
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<td>with the University’s goals?</td>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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<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>
</tbody>
</table>

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?

Resources will be used for Don2Don Student Success Coach wages as well as programming and outreach activities.

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

Click here to enter text.

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

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

   CUL - # of positions needed  
   Benefited  Select Yes/No

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

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

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

Other: Describe:  Click here to enter text.

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

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

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

None predicted.

19. What is your timeline for accomplishing this goal?

This will no longer be an express goal of the unit, however, the work of the Coaches will be utilized in varying capacities throughout the new goals outlined below.

Dates: Click here to enter text.
| RUBRIC |
|------------------|------------------|------------------|
| **Are time frames included for each performance measure (metric)?** | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

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

1. Enter a unit goal:

Recognizing the power of the support system in promoting student success and the holistic advancement of the institution's brand and perception in the community, SST is committed to partnering with students' family members to provide them the resources and support necessary to in turn do the same for their student.

2. Status of goal:

☐ Completed  ☒ Eliminated  □ Modified  □ In Process  □ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
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<tr>
<th>2nd Plan 2020 Goal</th>
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</table>
7. Is the unit goal a high, medium or low priority?
   
   Click here to choose.

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

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

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

| RUBRIC |
|------------------|------------------|------------------|
| **Do the unit goals align with the University's goals?** | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |
| **TASK FORCE COMMENTS AND/OR QUESTIONS:** |

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to choose.

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

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

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:
Goal 5

1. Enter a unit goal:

Continue to develop a premier National Student Exchange (NSE) program through fostering student success and equipping students in transition to IPFW with the tools and resources needed to support learning, engagement, and satisfaction with their exchange/university experience.

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?

Recent assessments of exchange student experiences confirm that students have had success in achieving their individual goals for their exchange, for both incoming and outgoing students. A detailed incoming student assessment is currently in use, including questions such as “What factors motivated you to participate in NSE?” Students were then also asked if they met their goals for their exchange experience. All respondents indicated that their goals were met in the 2014-2015 academic year. Students were also asked about their level of engagement on campus (medium to high results), whether they felt that they were supported by the exchange coordinators (positive) and orientated to campus sufficiently (positive), and what changes, if any, there were in their academic performance while on exchange (cultural orientation).

NSE will continue to be a program facilitated by SST but will no longer be a unit goal on the 2016-2017 USAP report.

**If this goal was completed, skip to the next goal.**
4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

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<td><strong>3rd Plan 2020 Goal</strong></td>
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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.

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

Click here to enter text.

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

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

Click here to choose.

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

Click here to enter text.

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

Click here to enter text.

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

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

   **CUL - # of positions needed**  
   Selected Yes/No

   **Benefitted**  
   Selected Yes/No

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

   **Non Recurring**  
   Selected Yes/No  
   $\$: Click here to enter amount.

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

   **Non Recurring**  
   Selected Yes/No  
   $\$: Click here to enter amount.

   **Equipment — Recurring**  
   Selected Yes/No  
   $\$: Click here to enter amount.

   **Non Recurring**  
   Selected Yes/No  
   $\$: Click here to enter amount.

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

   **Other — Recurring**  
   Selected Yes/No  
   $\$: Click here to enter amount.

   **Non Recurring**  
   Selected Yes/No  
   $\$: Click here to enter amount.

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

   Click here to enter text.

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<th>Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</th>
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<td>Task Force Comments and/or Questions:</td>
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Student Success and Transition - USAP Report Page 38
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

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

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19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  

Click here to enter text.

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

1. Enter a unit goal:

   The retention/persistence rates of undecided students has been alarmingly low and the need to address this downward trend is a concern of all members of the institution. To that end, SST in coordination with the Academic Advising Council, will implement the Pathways program university-wide. This program, designed to connect students to academic departments earlier and more intentionally, will exist under the supervision of SST. In addition, SST will equip undecided students with tools and other resources to help with choosing a major and foster a challenging yet supportive relationship to encourage students to find a major that is the most appropriate fit in promotion of student success.

2. Status of goal:

   ☐ Completed   ☐ Eliminated   ☐ Modified   ☐ In Process   ☒ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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

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<tbody>
<tr>
<td>I - Foster student success</td>
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<td>2nd Plan 2020 Goal</td>
<td>I.E - Signature programs</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
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</table>
7. Is the unit goal a high, medium or low priority?

  High

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

  The retention/persistence rates of undecided students has been alarming low and the need to address this downward trend is a concern of all members of the institution.

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?

  • Pathway students will be introduced to the concept of Pathways upon application to the university. Students are admitted and receive communications from the Office of Admissions, as well as follow up Pathways information from SST.

  • At an Advising & Registration day students will:
    o Take a career/major exploration assessment.
    o Answer questions about their indecision (why they are UND and how UND they are). This will also be used as a “pre-test” for assessment purposes.
    o Discuss decision making
    o Register for classes based on the Plan of Study created by the Pathways working groups
    o Receive the “Common Read”

  • After Advising & Registration days, those working with the UND students will set up their myBlueprint and review their assessment results.

  • A Summer Bridge/Jumpstart for UND Pathway students will be held the Monday and Tuesday prior to NSO and the beginning of Fall 2016 (a similar, but possibly abridged version will be created for those students starting in the Spring).

  • Students will be encouraged to declare during their 2nd term (Fall or Spring) unless they feel ready sooner. They are permitted to remain in their Pathway until they have earned
45 hours. At that time, students must then declare a major (if still somewhat UND, they can choose a college UND option, i.e. ENGR UND).

- To declare: A student will fill out an online form requesting to declare. This will serve as a “post-test” for assessment purposes.

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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?

SST will use pre-tests and post-tests to assess student learning and satisfaction and will look at the persistence and retention of students who enter the institution in a pathway major. It will also be of interest to see how quickly students declare after entering the institution.

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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?

Programming and resources to support the co-curricular and advising support for students.

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

Click here to enter text.

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

Click here to enter text.

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

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

- **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?

• “Push/Pull” collaboration. It is the belief and understanding of those in SST that SST is responsible to help students with the complexities of deciding on a major and the transition to a major department; the challenging and supportive “push”. It is also our understanding that major departments will be responsible to mentor, guide and inform students within pathways in whatever ways they deem academically appropriate; the encouraging, inclusive and credible “pull”. How will all parties involved be held accountable and how will success be measured?

• The process for Pathways students will need to be communicated to the entire camps. Because of the collection of assessment data is requiring a change in normal practices; it will need to be communicated clearly to all of campus.
### RUBRIC

<table>
<thead>
<tr>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

1-2 years

Dates:  

[Click here to enter text.]

### RUBRIC

<table>
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<tr>
<th>Are time frames included for each performance measure (metric)?</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:
New Goals for 2015-2016 - #2

1. Enter a unit goal:

SST will re-work the current probation program, offering students an individualized probation experience that focuses on the flexibility students need. The individualized probation program will include an initial meeting with an advisor/coach in SST (via distance if needed) and the building of a success plan based during that appointment. Some success plan options would include tutoring, career counseling, study skills workshops, time management activities, internship experiences, and goal setting sessions. A limited online component would precede the initial appointment to gather data from students on what they believe led to their probation status. Follow-up timeline and appointments will be created during the appointment.

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>Area I Goals</th>
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<tr>
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<td>I.B.4</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>2nd Plan 2020 Goal</strong></td>
<td>I.B.5</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
<td>I.M.5</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>
7. Is the unit goal a high, medium or low priority?
   High

8. Why is this goal important to your unit, the university or both?
   The top priority of the Plan 2020 is student success. This program is helping to achieve that goal, which should positively impact retention and graduation rates since the implementation of new probation standards.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Current probation programming includes an 8-week online course (non-credit, no fee) completed by approximately 20% of probation students enrolled for the Fall 2015 term. Data will be compiled once grades are posted to determine if the students who completed the course were more likely to return to good academic status than those who did not complete the course. The successes and challenges of the 2015-2016 program will help to inform our planning for the new program for 2016-2017.

10. What action(s) does your unit plan to take to support this unit goal?
    SST will maintain the use of the Don2Don Student Success Coaches as well as advisors to meet individually with these students. Additionally, SST will create/re-work support resources, such as online educational materials and data tracking support for the program. The department will also implement a plan to work with academic units to require this program for all new probation students, and to offer the program (optional) to any other student who is continuing on probation.

| 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?

Tracking of:

- Percentage of probation students participating in the program
- Percentage of students completing the program
- Percentage of participants and non-participants getting off of probation
- Percentage of participants and non-participants raising their GPA (term and cumulative)
- Percentage of participants who agree that the program was helpful in achieving their goals

**RUBRIC**

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

Hiring and training of coaches, development of educational materials, programmatic pieces, etc.
14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Resources currently used toward probation programming will be used moving forward.

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

The program would need to be reduced in scope, duration, and impact if we are unable to secure the non-recurring IPSGA funding.

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.

<table>
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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?

Support from academic departments or academic administration providing for holds on student accounts to encourage program participation

<table>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

1-2 years

Dates:  

Click here to enter text.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #3

1. Enter a unit goal:

Using institutional data to identify untreated groups of students, SST, in partnership with Dr. Drummond, have identified a group most at-risk of not persisting at IPFW. Therefore, SST will deliver an on-time treatment consisting of: targeted wrap-around communication; a brick-and-mortar, 1 credit IDIS course; mid-term grade collection/intervention; and intrusive coaching to this population of students in order to equip them with the necessary skill set to navigate the second to third semester rapid decline in retention.

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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<tr>
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<tbody>
<tr>
<td></td>
<td>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.B.4</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.M.5</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</table>
7. Is the unit goal a high, medium or low priority?

High

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

This is a critical goal for both the university and the unit as it has a direct impact on retention. Students falling in GPA bands 2.13-2.87 after the end of their first semester retain at 67-78% respectively to the next Fall. This decline is a crucial element to address as this population spans over 500 students any given Fall Semester.

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?

A proposal detailing structure and support systems is currently being analyzed by university administration and SST will look to develop all aspects of the structure Spring Semester 2016 for implementation beginning Fall Semester 2016.

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

Change in persistence data for this population will be the most indicative indicator of success.
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   Partial - With the proposed additions currently with administration, yes. Without them, no.

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

   Click here to enter text.

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

   Click here to enter text.

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

   No aspect of the goal

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?

To develop curriculum for, instruct, evaluate and analyze a student success course addressing the specific needs of this documented at-risk population, in addition to train university instructors and peer instructors for the course.

<table>
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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?

Advisor/academic program buy-in and student completion of the course.
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

3-5 years

Dates:  Click here to enter text.

### RUBRIC

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

**RUBRIC**

<table>
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<tr>
<th>Do the unit goals align with the University’s goals?</th>
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<tbody>
<tr>
<td>Goal does not align with the University's goals.</td>
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<tr>
<td>The goal is somewhat aligned with the University's goals.</td>
</tr>
<tr>
<td>The goal is clearly aligned 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**

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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<td>Select Yes/No</td>
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Other: Describe:  

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

Click here to enter text.

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

**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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

Click here to enter text.

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

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

Click here to enter text.

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

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

Click here to choose.

Dates: Click here to enter text.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
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</tbody>
</table>

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