2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne

Trio Student Support Services
Part I

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

The TRIO Student Support Services (SSS) program increases the college persistence and graduation rates of first-generation, low-income, and/or students with disabilities by assisting students in administering and identifying on-campus or off-campus services that are available to them that can assist them in successfully completing classes and their bachelor’s degree programs at IPFW. Services include academic tutoring, advice and assistance in postsecondary course selection, information on financial aid program and benefits, information regarding financial literacy, individualized counseling, career information, exposure to cultural events, and mentoring programs.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>The unit did not provide evidence of their support of the mission statement.</th>
<th>The unit provided some indicator of how it supports the mission statement.</th>
<th>The unit specifically explained how it supports the mission statement and provided examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

TRIO programs are the nation’s premier retention program and TRIO SSS at IPFW has maintained an active, intrusive, and relational advising model to address the unique barriers TRIO students face toward graduation

Persistence rates continue to show program success 2010-2011 (89%), 2011-2012 (79%), 2012-2013 (71%), 2013-2014 (83%), 2014-2015 (80%)

Good academic standing rates (2.0+ GPA) have shown growth 2010-2011 (69%), 2011-2012 (76%), 2012-2013 (80%), 2013-2014 (87%), 2014-2015 (86%)

In the four years since the program’s inception, 45 students served by the program have completed their bachelor’s degree at IPFW
Expanded the number of TRIO SSS students working on-campus by hiring student workers, student mentors, and referring students to various campus departments.

Created TRIO Leaders program to help first-generation students develop leadership skills necessary to take on leadership roles at the university and in the community.

TRIO Club (student run campus organization) has greater involvement and project staff assisted students with their presentation to the University Travel Allocation Committee for funding to work at a manatee rehabilitation facility in Puerto Rico in the spring of 2016.

Implemented a TRIO Peer Mentoring program that is robust and active.

Identified expanded services and opportunities for students by partnering with campus departments, organizations, and regional associations.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent did the unit provide evidence that accomplishments align with the mission of the University?</strong> (Only include accomplishments that are not included with goals)</td>
</tr>
</tbody>
</table>

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

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

The TRIO SSS program operates as a 100% funded federal TRIO SSSS grant and is subject to all federal governing rules associated with such grants including the Higher Education Act, TRIO SSS Program Specific Regulations, Education Department General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars, IPFW TRIO SSS Grant Specifications, and Purdue/IPFW general operating regulations.
### RUBRIC

<table>
<thead>
<tr>
<th>Question</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</td>
<td>The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.</td>
<td>The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.</td>
<td>The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.</td>
</tr>
</tbody>
</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

<table>
<thead>
<tr>
<th>Question</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?</td>
<td>The unit did not address this question.</td>
<td>The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact.</td>
<td>The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact.</td>
</tr>
</tbody>
</table>

### 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?

   Enrollment data, transcripts (including GPA) are used to assess performance metrics for the program. Data is collected each semester and assessments are done yearly.

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

   Partnering with other Academic areas has been problematic due to the small number of TRIO SSS students from each department, since TRIO SSS serves students are from wide and varying disciplines. There is not a large overlap with any one particular department.

   Utilizing the Learning Commons and Student Housing for program and study space has also been problematic due to proximity. Most TRIO SSS students do not live in on-campus student housing and they are reluctant to meet so far from TRIO SSS staff. Additionally, staffing the TRIO SSS office for appointments and overseeing events is difficult when the location is farther away from the TRIO SSS office.

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

   Shubitha Kever
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 IA.1 or IA.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:

   Persistence: 65% of all TRIO SSS participants served by the SSS project in the reporting year will enroll at the grantee institution in the fall term of the next academic year or will graduate with a bachelor's degree during the reporting year.

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?

   For 2014-2015, TRIO SSS had a persistence rate of 80%. The impact on the unit is more TRIO SSS students are staying at IPFW and doing well academically. The impact on Plan 2020 is positive and directly addresses IPFW’s vision to have exceptional retention rates.

   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></td>
<td>I.B.4</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I.D.3</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<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>
</thead>
<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>
</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?
   Both

9. If continuing your goal, what progress have you made or which action steps have been completed?
   N/A (Completed)

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

### 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?
    N/A (Completed)
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?

N/A (Completed)

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

N/A (Completed)

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

N/A (Completed)

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

N/A (Completed)

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

N/A (Completed)

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?

N/A (Completed)
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.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: N/A (Completed)

RUBRIC

Are time frames included for each performance measure (metric)?

<table>
<thead>
<tr>
<th>No time frames are included with the performance measures.</th>
<th>Some of the performance measures include time frames.</th>
<th>All performance measures include time frames.</th>
</tr>
</thead>
</table>

TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 2

1. Enter a unit goal:

Good Academic Standing: 65% of all TRIO SSS participants served by the SSS project in the reporting year will be in good academic standing at IPFW by having a cumulative GPA of 2.0 or greater

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?

For 2014-2015, TRIO SSS had a good academic standing rate of 86% (as defined by having cumulative GPAs of 2.000 or higher). The impact on the unit is more TRIO SSS students are doing well academically at IPFW and thus have higher chances of being retained. The impact on Plan 2020 is positive and directly addresses IPFW’s vision to have exceptional retention rates.

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>I.B.4</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>I.D.3</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<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>
</thead>
<tbody>
<tr>
<td>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></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?
   Both

9. If continuing your goal, what progress have you made or which action steps have been completed?
   N/A (Completed)

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

| 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?
    N/A (Completed)
RUBRIC

<table>
<thead>
<tr>
<th>Are clearly stated performance measures provided for each goal?</th>
<th>The unit provided performance measures but they are not clearly stated.</th>
<th>Some of the stated performance measures are clearly stated.</th>
<th>All performance goals are clearly stated.</th>
</tr>
</thead>
</table>

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

N/A Completed

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

N/A Completed

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

N/A Completed

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

N/A Completed

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**

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

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

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

Click here to enter text.
| 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 3

1. Enter a unit goal:
   Graduation: 18% of all TRIO SSS participants served by the SSS project in the reporting year will graduate with a bachelor's degree during the reporting year.

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?
   Still in progress.
   **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>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

| 2nd Plan 2020 Goal | I.B.4 | Choose an item. | Choose an item. | Choose an item. |

| 3rd Plan 2020 Goal | I.E.2 | 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?

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

Students from 2014-2015 cohort will not be measurable for 6-year graduation rates until 2020-2021. Progress made includes good academic standing and persistence for program participants after each semester. Students are monitored and tracked after every semester. Students still participating in the program also are offered full program services.

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

1. Active, intrusive, relational advising with program participants

2. Coordination of on-campus and off-campus services students need to be successful

3. Workshops and informational meetings on subject areas necessary for the population to successfully navigate a degree at IPFW

4. Student peer mentoring program

5. Coordination of tutoring with CASA or TRIO SSS supplied academic assistance

6. Social programming to assist students with social cohesion on campus

| 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?

Through data collected from SIS for Department of Education Annual Performance Report, persistence and good academic standing rates of participants will be monitored throughout the duration of the 6-year window. Graduation status for each individual will be tracked and monitored the duration of the 6 years, as well.
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?
   
   N/A

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

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

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

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?
N/A
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

5+ years

Dates: 6-year graduation rate of 2014-2015 cohort would place evaluation in 2020-2021

### RUBRIC

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

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

1. Enter a unit goal:

   **Persistence:** 69% of all TRIO SSS participants served by the SSS project in the reporting year will enroll at the grantee institution in the fall term of the next academic year or will graduate with a bachelor’s degree during the reporting year.

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.*

Trio Student Support Services - USAP Report  Page 25
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></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>1st Plan 2020 Goal</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.E.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

   High

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

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

N/A

10. What action(s) does your unit plan to take to support this unit goal?
   
   1. Active, intrusive, relational advising with program participants
   
   2. Coordination of on-campus and off-campus services students need to be successful
   
   3. Workshops and informational meetings on subject areas necessary for the population to successfully navigate a degree at IPFW
   
   4. Student peer mentoring program
   
   5. Coordination of tutoring with CASA or TRIO SSS supplied academic assistance
   
   6. Social programming to assist students with social cohesion on campus

   **RUBRIC**

<table>
<thead>
<tr>
<th>Do the unit goals align with the University’s goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal does not align with the University’s goals.</td>
</tr>
<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>
</tr>
</tbody>
</table>

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

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

   Measured by Annual Performance Data collected on all students yearly for the Department of Education. This includes GPAs, enrollment status, gradation status, tutoring logs, and TRIO staff contact logs.
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?

   Current professional staff (2 academic coordinators and project director) meet with students to assess goals and progress toward graduation. Workshops, seminars, cultural events, and peer mentoring will also be implemented with current resources.

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

   N/A

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

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

CUL - # of positions needed  
Benefited  

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?

N/A

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>No budget information is provided.</td>
<td>Budget plan is included but is not clearly stated.</td>
<td>Goal has a clearly stated budget plan.</td>
</tr>
</tbody>
</table>

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

N/A

| 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: August 2015-August 2016

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

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

1. Enter a unit goal:

   **Good Academic Standing**: 69% of all TRIO SSS participants served by the SSS project in the reporting year will be in good academic standing at IPFW by having a cumulative GPA of 2.0 or greater

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.

<table>
<thead>
<tr>
<th></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>1st Plan 2020 Goal</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.E.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

8. Why is this goal important to your unit, the university or both?
   Both
9. If continuing your goal, what progress have you made or which action steps have been completed?

N/A

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

1. Active, intrusive, relational advising with program participants

2. Coordination of on-campus and off-campus services students need to be successful

3. Workshops and informational meetings on subject areas necessary for the population to successfully navigate a degree at IPFW

4. Student peer mentoring program

5. Coordination of tutoring with CASA or TRIO SSS supplied academic assistance

6. Social programming to assist students with social cohesion on campus

| 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?

Measured by Annual Performance Data collected on all students yearly for the Department of Education. This includes GPAs after each semester.
**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?

   Current professional staff (2 academic coordinators and project director) meet with students to assess goals and progress toward graduation. Workshops, seminars, cultural events, and peer mentoring will also be implemented with current resources.

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

   N/A

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

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

   CUL - # of positions needed  
       Benefited  Select Yes/No

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

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

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

Other: Describe:  
   Click here to enter text.

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

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

   N/A

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
</tr>
</tbody>
</table>

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

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

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: August 2015-August 2016

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

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

1. Enter a unit goal:
   
   **Graduation**: 28% of all TRIO SSS participants served by the SSS project in the reporting year will graduate with a bachelor’s degree during the reporting year (2015 cohort).

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.

<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>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>I.B.4</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<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>
</thead>
<tbody>
<tr>
<td>I.E.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></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?

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

N/A

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

1. Active, intrusive, relational advising with program participants

2. Coordination of on-campus and off-campus services students need to be successful

3. Workshops and informational meetings on subject areas necessary for the population to successfully navigate a degree at IPFW

4. Student peer mentoring program

5. Coordination of tutoring with CASA or TRIO SSS supplied academic assistance

6. Social programming to assist students with social cohesion on campus

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the unit goals align with the University’s goals?</td>
</tr>
</tbody>
</table>

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

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

Measured by Annual Performance Data collected on all students yearly for the Department of Education. This includes GPAs and gradation status.
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   Partial

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

   N/A

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

   N/A

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

   Additionally programming and services to assist and continue engagement of upperclassmen is necessary to keep students from leaving IPFW toward the end of their degree completion. Currently, only limited time and assistance is available for upperclassmen-as most services are focused on the more at-risk first/second year students.
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>Benefited</th>
<th>Recurring</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>.50</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   | S & W — Recurring         | Yes       | $\$: 18,000 |
   | Non Recurring             | No        | $\$: Click here to enter amount. |

   | S & E — Recurring         | Yes       | $\$: 1,000 |
   | Non Recurring             | No        | $\$: 2,000 |

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

Other: Describe: Office Space for Additional Advisor, meeting space for TRIO students for homework, group projects, peer tutoring, peer mentoring, workshops, and goal setting sessions

   | Other — Recurring         | Yes       | $\$: 5,000 |
   | Non Recurring             | No        | $\$: Click here to enter amount. |

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

With additional resources, the program would hire a graduate assistant to assist students and expand current program offerings. The creation of a position would require, $18,000 (salary), general office supplies (computer etc), and office space and furniture. Additionally, I would request $5,000 for the enhancement of current TRIO programming to assist upperclassmen and students returning to the university. Enhancements would include the creation of additional programming (possibly summer or early fall for new arrivals) and programming engaging upperclassmen-including enhancements to the current peer mentoring program.
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?

Finding a consistent meeting space for TRIO’s on-going events has been problematic. Our office space is limited and our students are looking for a meeting space on an on-going basis for project work, study groups, TRIO club meetings, and peer mentoring sessions. Right now, all the services are fragmented with a lot of the programming taking place in hallways or in varying corners of buildings. It would strengthen the programming and firmly anchor many TRIO students if there was a central place where programming could take place. The problem has not been attracting students to TRIO, it’s been where to put them all when our office is full and available space is so strictly regulated. Working within the regulations for scheduling campus rooms/locations has been problematic due to the on-going nature of our events and the limited spaces available for us to utilize on campus. TRIO has several computers waiting to be put into a TRIO space that would further allow TRIO staff to assist multiple students at a time with online activities (FAFSA, myIPFW, Blackboard…).

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?

5+ years

Dates: 6-year graduation rate of 2015-2016 cohort would place evaluation in 2021-2022

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

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

1. Enter a unit goal:

   Program Expansion: The TRIO SSS program will serve 40-50 additional IPFW students who meet TRIO eligibility guidelines during the reporting year (2016 cohort).

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.

<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>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></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.E.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

High

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

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

N/A

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

1. Active, intrusive, relational advising with program participants

2. Coordination of on-campus and off-campus services students need to be successful

3. Workshops and informational meetings on subject areas necessary for the population to successfully navigate a degree at IPFW

4. Student peer mentoring program

5. Coordination of tutoring with CASA or TRIO SSS supplied academic assistance

6. Social programming to assist students with social cohesion on campus

| 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?

Measured by Annual Performance Data collected on all students yearly for the Department of Education. This includes GPAs and gradation status.
<table>
<thead>
<tr>
<th>RUBRIC</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are clearly stated performance measures provided for each goal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The unit provided performance measures but they are not clearly stated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some of the stated performance measures are clearly stated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All performance goals are clearly stated.</td>
<td></td>
<td></td>
<td></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?
   
   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?
   
   N/A

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

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
   
   The program can generally serve only about 5 students over the 140 funded to serve number.

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  1.00
   
   Benefited  Yes
<table>
<thead>
<tr>
<th></th>
<th>Recurring</th>
<th>Yes/No</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>S &amp; W</td>
<td>Yes</td>
<td></td>
<td>$52,500</td>
</tr>
<tr>
<td></td>
<td>Non</td>
<td>Select</td>
<td>$: Click here to enter amount.</td>
</tr>
<tr>
<td>S &amp; E</td>
<td>Recurring</td>
<td>Select</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td>Non</td>
<td>Select</td>
<td>$2,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>Recurring</td>
<td>Select</td>
<td>$: Click here to enter amount.</td>
</tr>
<tr>
<td></td>
<td>Non</td>
<td>Select</td>
<td>$10,000</td>
</tr>
<tr>
<td>Other</td>
<td>Recurring</td>
<td>Select</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td>Non</td>
<td>Select</td>
<td>$: Click here to enter amount.</td>
</tr>
</tbody>
</table>

Other: Describe: Office Space for additional advisor, meeting space for TRIO students for homework, group projects, peer tutoring, peer mentoring, workshops, financial aid assistance and goal setting sessions.

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

With additional resources, the program would hire an additional full-time TRIO advisor to assist up to 50 additional students and expand current program offerings. The creation of the position would require, at minimum, a 1.00 CUL (salary $35,000 and fringe $17,500) position, general office supplies (computer, phone, phone rental, printer, IT drops etc), and office space and furniture. Additionally, I would request $15,000 for the enhancement of current TRIO programming to accommodate more students. Enhancements would include the creation of additional programming (possibly summer or early fall for new arrivals), expansion of current offerings, and intensive programming targeting the most at-risk and/or returning students already struggling at the university.
**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?

Finding a consistent meeting space for TRIO’s on-going events has been problematic. Our office space is limited and our students are looking for a meeting space on an on-going basis for project work, study groups, TRIO club meetings, and peer mentoring sessions. Right now, all the services are fragmented with a lot of the programming taking place in hallways or in varying corners of buildings. It would strengthen the programming and firmly anchor many TRIO students if there was a central place where programming could take place. The problem has not been attracting students to TRIO, it’s been where to put them all when our office is full and available space is so strictly regulated. Working within the regulations for scheduling campus rooms/locations has been problematic due to the on-going nature of our events and the limited spaces available for us to utilize on campus. TRIO has several computers waiting to be put into a TRIO space that would further allow TRIO staff to assist multiple students at a time with online activities (FAFSA, myIPFW, Blackboard…).
### 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: August 2015-August 2016

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:
New Goals for 2015-2016 - #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>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd 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>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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.

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

RUBRIC

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

RUBRIC

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.

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

Click here to enter text.
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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

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

_________________________________________________________________________________