2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Honors Program
Part I
1. **What does your unit do and how does it support the mission of the university?**

The IPFW Honors Program is an interdisciplinary undergraduate certificate-granting program that encourages high-achieving, talented students to pursue various pathways to excellence including research and creative endeavors, international studies, service, and community engagement. The program is designed for motivated students who want to make the most of their higher education through an enriched academic experience.

The Honors Program supports the mission of IPFW to provide “local access to [academic programs] that drive the intellectual, social, economic, and cultural advancement of our students and our region.”

The Honors Program is proud of the contribution it makes to ensuring that talented students are able to achieve their academic and professional goals by helping them develop mentorship relationships with IPFW faculty, and support their research and creative endeavors, their study abroad experiences and conference presentations with Honors Scholarships.

The Honors Program is already a “transformative learning environment characterized by intensive mentoring and knowledge creation,” and we look forward to continuing to grow and continuing to contribute to IPFW’s overall vision.

The Honors Program offers Honors General Education courses and H-Options (individualized Honors contracts to promote advanced course work and development of mentorship experiences for students).

The Honors Program offers scholarships for students to conduct their own research or serve as research assistants or teaching assistants for faculty. We offer scholarships to support study abroad and conference travel as well. The goal is to support our students in developing the professional skills they need to accomplish their post-graduation plans, whether it is entering the workforce or continuing their education.

The Honors Program celebrates student accomplishments through events that are open to all students and faculty on campus.

The Honors Program serves as a basis of support for students in addition to their discipline-specific mentors and advisors.

The Honors Program offers a community and source of support for students, sponsoring study breaks, study tables, study groups, and workshops on dealing with stress and depression.
RUBRIC

| To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University? | The unit did not provide evidence of their support of the mission statement. | The unit provided some indicator of how it supports the mission statement. | The unit specifically explained how it supports the mission statement and provided examples. |

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

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

n/a

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?

The National Collegiate Honors Council has developed the Basic Characteristics of a Fully Developed Honors Program (that can be accessed at http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program/). The Honors Program at IPFW meets the majority of the basic characteristics, and the Honors Program Council is in the process of discussing possible ways that the program can be strengthened.
RUBRIC

To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?

- The unit did not address this question.
- The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact.
- The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact.

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   We did not have departmental data to review. (Checked with Jennifer Oxtoby to make sure.)

5. Who provides advising to your students? (Please check as many as apply)

   ☒ Faculty    ☐ Peer    ☐ Professional    ☐ N/A

6. Are your students required to meet with an advisor each semester?

   Honors and Honors-eligible students are encouraged to meet with the Honors Program director as often as they need. We particularly promote advising during priority registration, but also during other times of the semester (advising for H-Options, advising for Honors projects, advising for Honors scholarships, etc.)

   Comments: n/a
7. Does your department have formal advising policies that are to be followed?

There is no written policy, since all advising is done by the Honors Program director. We emphasize the benefits of having another academic advisor through the Honors Program. In addition to drop-in advising hours during “peak” advising times, we also have an Enrollment Party prior to priority registration, and opportunities for lunches with the director for more informal advising opportunities. Students are required to meet with the Director to discuss their H-Option plans and Honors Project plans.

Every week, we run a report to see which students dropped any of their classes and reach out to them to make sure they are ok.

At the end of the semester, we contact Honors students who did well (with congratulations), students who have not registered (to check on them), students who have not done well (to check in and offer assistance/encouragement).

At the end of the semester, we also send out congratulations and invitations to join the Honors Program to newly eligible students (i.e. students who may not have met the eligibility requirements based on high school performance, but who became eligible due to their performance at IPFW).

8. Do you collect employment data for your graduates?

We encourage our students to self-report their plans/accomplishments to us. We promote student accomplishments in our social media and through our published program information. Starting last year, at the end of the year all graduating students are invited to lunch with the Honors Program director to discuss their time at IPFW, their future plans, and to help promote a connection to IPFW and the Honors Program.

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

All students who graduated with an Honors medal are employed in their field or enrolled in another educational institution.
10. If you reported data in question #9, how was this data collected?
    See answer to 8.

11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.
    Honors Program is not included in the Destination Survey.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/employment-outlook/index.html.
    Honors Program is not included in the Employment Demand Report.

13. Do you wish to provide any response to last year’s task force comments?
    We appreciate the recommendation for a full time director. However, the current director has no interest in becoming a full time administrator. Once her term ends, this may be something worth investigating, and we appreciate USAP Team’s support.

14. Please list the names of the authors of this USAP report.
    Ann Livschiz
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 1.A.1 or 1.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: Increase Student Engagement

2. Status of goal:

   □ Completed      □ Eliminated      ☒ Modified      □ In Process      □ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses      □ Priorities shifted
   □ No funding for salary & wages            □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   ☒ Other: Because student engagement is so tied to advising, we have combined our Engagement Goal with our High Impact Advising Experience Goal.

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

5. Type of goal:

   □ Create/Develop      □ Eliminate/Discontinue      ☒ Improve/Enhance
   □ Increase Efficiency      □ Maintain            □ Stretch
   □ Other: This is a high priority long-term goal.
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>
<td>1(^{st}) Plan 2020 Goal</td>
<td>I.B.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>2(^{nd}) Plan 2020 Goal</td>
<td>I.B.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3(^{rd}) Plan 2020 Goal</td>
<td>I.B.4</td>
<td>Choose an item.</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?
This goal is important to the Honors Program and to the university because it is directly tied to the recruitment and retention efforts. As the Honors Program grows, more high-achieving students will be attracted to IPFW, will graduate in a timely manner and will have accomplishments that we can in turn use for recruitment of more high-achieving students.

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

We have continued to recruit both internally and externally, and work on our retention strategies.

Starting in 2015, we have begun to systematically reach out to students who did not qualify for the Honors Program as incoming students but who became eligible based on their academic performance at IPFW. We have attracted high-achieving students to the Honors Program, but even those students who may not join the Honors Program appreciate receiving a recognition of their accomplishment—an important contribution to broader IPFW-level retention strategy.

Starting in Fall 2015, we have begun to reach out to newly admitted Honors-eligible students (before they make their decision), encouraging them to learn about opportunities through the Honors Program and meet with the Honors Program director. We have been meeting with interested students throughout late fall (and early spring 2016).

Honors Program continues to actively participate in the Summit Scholarship Competition—a great recruitment opportunity for us, where the Honors Program can showcase what it can do for high-achieving students even if they do not win one of the coveted scholarships.

Honors Program continues to be actively involved during the Summer Registration period, meeting with incoming Honors freshmen and establishing the Honors Program as an additional support system for them.

Development of study groups and study tables to promote good study habits and help students successfully complete particularly difficult “gateway” classes.

Honors Program continues to be involved in every Admissions outreach initiative that we are invited to.

For advising, we have developed a number of invasive advising strategies:
--tracking system that allows us to make sure that students are making appropriate progress towards their Honors Medal

--targeted opportunities for students

--celebration of student accomplishments every semester

--checking to make sure students are signed up for the right courses (for example, contact students who are signed up for courses that will not count towards their majors)

--reaching out to students in trouble

  --checking on students who drop a class after the first week

  --checking on students who did not do well at the end of the semester

  --checking on students who did not register for classes during priority registration

It is difficult for us to talk about “completed” action steps, since all the strategies are repeated every semester or every year. We constantly work on ways that these strategies can be improved, but they are never “completed” since we are not planning to stop our recruitment or retention strategies.

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

We plan to continue our current strategies (some of which were listed in question 9).

Our major new initiative is Honors Summer Camp for Summer 2016. This is our first external recruitment effort, where we will be bringing high-achieving high school juniors to campus to showcase what IPFW and the IPFW Honors Program can offer them, to encourage them to apply and enroll at IPFW for Fall 2017.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

We are collecting longitudinal data by cohort (starting with students who started in Fall 2014) to try to measure the effectiveness of our outreach and retention strategies.

One of the problems that we have at this moment is incomplete data for years prior to 2014-2015 academic year and insufficient tracking tools within Banner. We are working on more extensive data collection so we can better understand root causes for students’ success and problems within the Honors Program.

For example, we are creating a database for our “first” cohort—incoming Honors-eligible freshmen.

Some of the variables we want to examine (this is not a complete list of variables we are looking at):

- impact of meeting with Honors during NSO
- impact of taking Honors Freshmen Seminar
- impact of taking an Honors course during the first semester of freshman year
- impact of using the Honors Program for advising
- which of the qualifying criteria (SAT/ACT/HS rank) is the best predictor of their success at IPFW
- comparison between students eligible based on pre-IPFW criteria and IPFW-performance criteria
  - is students’ major a factor
  - first generation college student as a factor

This data will allow us to see how we are doing with each cohort every year and will allow us to revise our strategies to maximize effectiveness.

We are also collecting data to see if there is any difference in rates of participation and success between students who are eligible as incoming freshmen and those who became eligible based on college performance.

For the summer camp, we will be able to see how many of the students end up applying and enrolling at IPFW (and hope to have formed a relationship with all the participants so we can count on them to tell us why they chose to enroll elsewhere) to measure the effectiveness of the summer camp initiative.

For annual evaluation, we are looking at the rate of enrollment in Honors classes or H-Options to measure the level of activity of our Honors students and their persistence in getting Honors pins and Honors medals.
### 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?

Partial. Michele Shawver’s responsibilities have grown tremendously. Her position has to be redefined and better compensated. The Honors Program director is not a 20 hour a week position.

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?

Same as before. I will continue to spend way more than 0.5 of my time on the Honors Program, because it is the only way that anything can get done.

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

A promotion and raise for Michele to reward her for the work she has already done and make sure that Michele does not get recruited by someone else. If Michele leaves, the Honors Program will not be able to function effectively.

### RUBRIC

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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>
<th>No budget information is provided.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

We rely on cooperation with other units on this campus, all of which have a lot of other priorities, and some of which are not functional. For example, until a few weeks ago, we have been unable to get anything useful out of Admissions (and this has been going on for months, including some crucial-for-recruitment months). There has been a tremendous change in the last few weeks, and we hope that will continue. In other areas (such as Marketing), we have decided to work on the materials we need in-house, because it is the only way that we can be guaranteed that what we need will get done.

| 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: Because we started our recruitment/retention efforts in Fall 2014, we hope to see results by the time that cohort starts to graduate.

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

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

1. Enter a unit goal:

We are not going to get to 250 and 50 in one year. This is a multi-year process, and we plan to track our student cohorts to see how many students we are retaining in the program, what the reasons for students becoming inactive in the program, etc. so we can modify our recruitment and retention strategies.

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: When the report was “populated” what was pasted here as a “goal” was actually a comment on feasibility.

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

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

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

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

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

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

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7. Is the unit goal a high, medium or low priority?
   
   Click here to choose.

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

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

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

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

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

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:

   Honors Program as a Regional Intellectual Hub

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: We would like to combine our two goals of being an intellectual hub and promotion of creation and application of knowledge. The two are closely related.

   **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>Choose an item.</td>
<td>Choose an item.</td>
<td>III.M.1</td>
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<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>II.M.2</td>
<td>Choose an item.</td>
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</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>II.B - Mentoring relationships</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?

   The Honors Program is designed to provide students with opportunities for creation and application of knowledge through Honors coursework and Honors-supported research and creative endeavors.
The Honors Program can serve as one of the leaders in providing high quality diverse intellectual programming on this campus, something that will raise not only the visibility of the Honors Program but promote IPFW. This is an important service that the Honors Program can perform for the university, taking advantage of the Honors Program’s structural strengths.

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

The Honors Program has been extremely active in Promoting the Creation and Application of Knowledge, and in establishing the Honors Program as an important intellectual hub on campus.

Honors Projects, H-Options, and Honors Scholarships all promote opportunities for students to conduct research independently and in developing mentorship relationships between students and faculty.

The Honors Program has organized or co-organized a wide range of events on this campus that promote student accomplishments, faculty expertise, and that have attracted local media coverage, bringing positive attention to IPFW as an intellectual hub.

The Honors Program is actively involved in the Annual Poster Symposium planning and implementation.

Student Events:

Honors Showcase (every semester—presentations of Honors Projects); special events to showcase student work (two movie premieres—one was a final product for group of students in an H-Option; another was a final product for students in an Honors class); developing a youtube channel to promote students’ H-Option work.

Scholarship support for Honors students to do research and present their research at conferences.

Faculty panels:

The Honors Program organized panel discussions on topics such as Voting Rights, Refugee Crisis, Putin’s Russia. (All were recorded by CATV and also aired on NIPR. All received coverage in local media.)

Co-Sponsored events:
Honors Program has partnered with the History Department, Political Science Department, Women’s Studies Program, Institute for the Study of Holocaust and Genocides, Anthropology Club, Poster Symposium Planning Committee, etc. on their events.

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

We plan to continue to do this: expand our programming and continue to build partnerships with other departments and programs on campus.

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

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

Measuring

--attendance and participation in our events;

--media coverage and its impact;

--student interest in having their work showcased;

--evidence that participation in such events for students helped them with their goals (getting into graduate programs, getting jobs, etc.)
| 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?

As the number of students doing Honors Projects grows it will require more and more faculty to devote their time to helping supervise these projects. At this time, the faculty who do this receive no compensation. It would be great to be able to offer a small stipend to faculty who work with students, sometimes for over a year, on their projects. There have also been a number of outstanding faculty who have developed really interesting H-Options that provided tremendous opportunities for research or creative endeavors, sometimes for individual students and sometimes for groups. The work done by some faculty is almost equivalent to teaching another section of a class, but we currently offer to compensation for this work. It would be great to be able to offer a small stipend for at least some of the best, most creative, and most time-intensive H-Options. For our intellectual programming, as long as we continue to receive our current level of support from IPSGA, we will be able to continue to do this.

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?

Same as before.

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?
We will continue to rely on the generosity of faculty, but it is fundamentally unfair for some of our best faculty (because we only want our Honors students to work with the best faculty) to be asked to do uncompensated time-intensive work.

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

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
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<tr>
<td>Benefited</td>
<td>Select Yes/No</td>
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</table>

| 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:  Stipends for faculty working with students on their Honors Projects or particularly intensive and creative H-Options.

| Other — Recurring | Yes | $$: 4,000 |
| Non Recurring     | Select Yes/No | $$: Click here to enter amount. |

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

The Honors Program Council would evaluate the H-Option descriptions and would determine which faculty deserve to receive the stipend. There is tremendous variation in the amount of effort faculty put forward in H-Option design, and it’s possible that promise of a small stipend would improve the rigor and quality of H-Options, while also rewarding the best teachers on this campus.
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?

I would like to be able to ask faculty to require more for their H-Options (one-on-one meetings, etc.), but this can only be done if I have resources to offer compensation. One problem that we run into is lack of support from appropriate bodies on this campus in helping us promote our events.

19. What is your timeline for accomplishing this goal?

This is an ongoing process and an important part of the mission of the Honors Program.

Dates:
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<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
<td>No time frames are included with the performance measures.</td>
<td>Some of the performance measures include time frames.</td>
<td>All performance measures include time frames.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 4

1. Enter a unit goal:

   Provide Honors students with High Impact Advising Experiences

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: This goal is now part of Goal 1 (see write up for goal 1).

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
Other: Describe:  

Click here to enter text.
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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<td>(A budget plan is considered 'clearly stated' if it includes an amount and the funding source.)</td>
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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?

Click here to enter text.

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<td>(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>
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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:**
Goal 5

1. Enter a unit goal:

   Foster Student Success: Diversity

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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<td>I.D.3</td>
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7. Is the unit goal a high, medium or low priority?

High.

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

“Decades of research by organizational scientists, psychologists, sociologists, economists and demographers show that socially diverse groups (that is, those with a diversity of race, ethnicity, gender and
sexual orientation) are more innovative than homogeneous groups. …

This is not only because people with different backgrounds bring new information. Simply interacting with individuals who are different forces group members to prepare better, to anticipate alternative viewpoints and to expect that reaching consensus will take effort.” (K. Phillips, “How Diversity Makes Us Smarter,” *Scientific American*, October 1, 2014)

In addition to the increase in quality of the IPFW Honors Program as a result of increased diversity, “encouraging enrollment of students from historically under-represented groups” (I.D.3) is also a great use of university resources in order to increase opportunities and access for upward social mobility to all students, regardless of their ethnic or socio-economic background.

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

The Honors Program has continued to participate in all the relevant existing IPFW outreach activities (for example, Multicultural Student Campus Visit Day and Latinos Count Student Conference).

The Honors Center is now an official Safe Zone.

We also began a new partnership with Being First in an effort to both encourage and recruit first generation college students to take part in the Honors Program.

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

Continuing to do what we have already done (participating in outreach events).

Continuing to see what we can accomplish through our Being First partnership. The Honors Program director will be a featured speaker every year during the lunch series. We will develop a more effective strategy for identifying first generation college students.
Strengthen our partnership with Trio/Upward Bound, ODMA (and its various constituting units), Military Student Services.

The Honors Summer Camp (discussed in Goal 1) is an important step in helping us accomplish the goal of diversifying our recruitment efforts.

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

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

Monitoring the composition of the Honors Program membership.

Track our success rates with different population groups in response to targeted outreach and evaluate and revise our efforts as needed, in consultation with appropriate experts on campus.

Evaluating each event and initiative, to determine its impact and effectiveness, and whether it is worth continuing, expanding, etc. in the future.

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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?

Same as now.

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?

We need to make sure we are continuing to develop partnerships with other groups on this campus who have an expertise in this area.
### RUBRIC

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<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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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

We don’t have a specific target number—X number of “diverse” students. We will continue to work to increase the diversity of the Honors Program, and make sure that the Honors Program is within reach and is welcoming to all students who are interested in an enhanced academic experience.

Dates:  [Click here to enter text.]

### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 6

1. Enter a unit goal:

   Use assessment data to improve student learning in Honors Courses.

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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<td>3rd Plan 2020 Goal</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?

High.

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

This goal was a requirement in last year’s USAP report.
9. If continuing your goal, what progress have you made or which action steps have been completed?

The Honors Program Director met with the Kent Johnson, Director of Assessment, to discuss possible strategies for improving program assessment.

Course-level assessment takes place every semester, and we use the results to make appropriate improvements and adjustments to our courses and delivery methods.

In addition to the Honors course assessment, all Honors courses are also General Education courses, so they go through that assessment process as well.

The Honors Program Council researched and discussed strategies for implementing portfolio systems to help facilitate Program-level assessment process.

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

The Honors Program Council will continue to work on this, based on Kent’s recommendations.

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<td><strong>Do the unit goals align with the University’s goals?</strong></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?

Kent Johnson made a number of suggestions about possible metrics that included portfolios (already being discussed by the Honors Program Council), development of value rubrics (with his assistance), and implementation of signature assignments.
RUBRIC

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

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

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

   Partial.

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

   n/a

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

   n/a

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

   The Honors Program Council will continue to work on revising our assessment system and we will continue to utilize Kent’s expertise to help us with this process.

   This is an answer to question 16 that I could not for some reason enter into question 16:

   We may need additional resources, depending on what kind of a portfolio system we implement. We are not ready to make any decisions or request any additional funds, until we decide what the best portfolio system would be.
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
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:

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

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

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

Click here to enter text.

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

The main constraint is that a part time director does not have enough time in the day to be able to do all of this with the kind of speed that is expected.

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19. What is your timeline for accomplishing this goal?

HPC will continue to discuss this and we hope to be ready for implementation by the end of 2016-2017 academic year. We are fortunate to have the same group of people in the Honors Program Council continuing to next year, so we will be able to build on the progress we have made so far this year.

Dates: Click here to enter text.

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<td>Are time frames included for each performance measure (metric)?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #1

1. Enter a unit goal:

   Click here to enter text.

2. Status of goal:

   □ Completed  □ Eliminated  □ Modified  □ In Process  □ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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**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.

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

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

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<td>Challenges are not included in the unit's report.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

________________________________________
New Goals for 2015-2016 - #2

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

| RUBRIC |
|-----------------|-----------------------------|-----------------------------|-----------------------------|
| 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?

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. |

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates: Click here to enter text.

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<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #3

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

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

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

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

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

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

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

Click here to choose.

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

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

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

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

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

$: Click here to enter amount.
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?

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

Click here to choose.

Dates: Click here to enter text.

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

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

<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>Choose an item.</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>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.

| 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>Category</th>
<th>Recurring</th>
<th>Select Yes/No</th>
<th>Non Recurring</th>
<th>Select Yes/No</th>
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<tr>
<td>CUL</td>
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<tr>
<td>Benefited</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>S &amp; W</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<tr>
<td>S &amp; E</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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</tr>
<tr>
<td>Equipment</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<tr>
<td>Other: Describe:</td>
<td>Click here to enter text.</td>
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</tbody>
</table>


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>
<thead>
<tr>
<th>RUBRIC</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>
</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>
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<tbody>
<tr>
<td>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.</td>
<td>Challenges are not included in the unit's report.</td>
</tr>
</tbody>
</table>

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

Click here to choose.

Dates:  Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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<tr>
<th>1st Plan 2020 Goal</th>
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<tr>
<td>2nd Plan 2020 Goal</td>
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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?

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</tr>
<tr>
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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>The unit provided performance measures but they are not clearly stated.</td>
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12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

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

Click here to enter text.

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

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?

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

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

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<tr>
<td>Challenges are not included in the unit's report.</td>
</tr>
<tr>
<td>Challenges are listed but they are not clearly stated.</td>
</tr>
<tr>
<td>Clearly stated challenges are included for this goal.</td>
</tr>
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</table>

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

   Click here to choose.

   Dates:  Click here to enter text.

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