University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
International Education
Part I

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

**OIE Mission:**
International Education is an integral part of regional education, because the world our graduates will encounter no longer stops at the boundaries of Northeast Indiana, or even the shores of the US. As a leader in regional education and social transformation, IPFW promotes an international curriculum, engages in international research and creative endeavors, increases opportunities for international economic development in the region, and exposes the university and the community to diverse international cultures.

The Office of International Education (OIE) is committed to the internationalization of IPFW by providing services and support, helping all IPFW students and departments participate in international programs, and collaborate with all to promote the cultural advancement of our university. We support the IPFW mission to be a globally recognized campus by increasing student recruitment and programs around the world, promoting cultural advancement, and administering programs to bring additional diversity to campus.

**OIE Vision:**
We are dedicated to support international students and scholars at IPFW with a wide range of knowledge and experience to ease their transition to a new university and home. The OIE helps all students, staff, faculty, and the community with study abroad programs, international campus programming, and management of international institutional agreements at IPFW.

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<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
</tr>
<tr>
<td>The unit did not provide evidence of their support of the mission statement.</td>
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<tr>
<td>The unit provided some indicator of how it supports the mission statement.</td>
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<tr>
<td>The unit specifically explained how it supports the mission statement and provided examples.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
2. Please list significant accomplishments from the last fiscal year not included in your goals.

   - In 2015, IPFW was one of twenty-six schools across the nation awarded an Institute of International Education (IIE) Generation Study Abroad Grant. IPFW received $7,500 from IIE, which Academic Affairs matched, resulting in six students being awarded $2,500 each for spring 2016 study abroad grants, significantly helping these students meet their fundraising goals and enabling them to study abroad.

| 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. |

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

   **Accreditations (Membership in Profession Associations):** Members of NAFSA: Association of International Educators, IIE: Institute for International Education

   **Federal/State laws and mandates:** IPFW is authorized by the US Department of Homeland Security to admit F-1 international degree-seeking students and by the US Department of State to host and sponsor J-1 visa exchange students, visiting scholars, professors, and researchers.

   Manage reporting requirements in the Student and Exchange Visitor Information System (SEVIS) per US Department of Homeland Security and US Department of State regulations.

   Oversee the application and approval process of H-1B employment petitions for international faculty and staff mandated by US Department of Labor and US Department of Homeland Security regulations.
Ensure study abroad sites are appropriately accredited for credit transfer to IPFW. Work with financial aid to inform students how their aid can be applied towards various study abroad programs and ensure students are completing appropriate paperwork before and after studying abroad.

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<td><strong>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</strong></td>
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**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. Please provide the performance metrics identified for your unit and the associated data. (Note: Include the time period the data represent.) Upon review, are there any data you wish to comment on or contextualize?

See attached appendices (OIE USAP Metrics 15-16: USAP GOAL 1)

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

No

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

Brian Mylrea, Meg Underwood, Jordyn Hogan
Part II

**Instructions:** Report the status of goals created last year and add any new goals in order to have a minimum of three and no more than five “currently active” goals that you are working on. Currently active goals include goals from last year that you are still working on plus any new goals you are adding this year. Part 2 is pre-populated with last year’s goals along with space to report on up to five new goals. For example, if your unit had 8 goals last year, your report will come with space to report on up to 13 goals total (8 from last year + 5 potentially new goals). In the event that you have completed or eliminated last year’s goals you will add 3-5 entirely new goals, hence the space for five additional goals.

The task force determined that in the interest of aligning resources to strategic priorities, it is best to focus on 3-5 goals for each unit and that those goals should include a mix of maintenance and aspirational goals. Goals that were reported last year and are now completed or eliminated do not count in this number (although you will be asked to provide an update). We recognize that you may be required to eliminate goals from last year’s report simply to fit within the limit and it is up to units to decide which 3-5 they wish to focus and report on. Highly strategic units may very well have more than 5 goals they are working towards but the task force requests that you identify which of those are “active” for USAP-purposes. **Leave any unused goals blank.**

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

1. Enter a unit goal:

   Increase number of students studying abroad on summer, semester, or academic year programs by 20% per year for the next three years.

2. Status of goal:

   ☐ Completed    ☐ Eliminated    ☐ Modified    ☒ In Process    ☐ New

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

   N/A

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

4. If eliminated or modified, state reason:

   ☐ No funding for supplies and expenses    ☐ Priorities shifted
   ☐ No funding for salary & wages    ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment
   ☐ Other: 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.C.6</td>
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<tr>
<td>2nd Plan 2020 Goal</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>III.C - Cultural and artistic programming</td>
<td>Choose an item.</td>
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7. Is the unit goal a high, medium or low priority?

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

Increasing student participation in study abroad programs directly relates to the Mission, Vision, and Values of IPFW. As IPFW desires to provide cultural advancement and globally recognized programs, an increase of study abroad participants can help to provide such a learning experience. When students study abroad, they often receive input from faculty members and other staff in regards to program selection, letters of recommendation, credit transfer requests, and post-study abroad programming to facilitate and enhance their experience. This creates mentorship opportunities that students may have not otherwise pursued. Increasing the number of opportunities abroad for students also provides more affordable and high quality programs, helps students and staff learn more about their own culture and diversity while greatly increasing exposure to new cultures and backgrounds. Study abroad alumni then enter the workforce in and beyond the greater Northeast Indiana region, adding value and global experience to the community and the workforce.

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

In the first year of our plan, the OIE surpassed the goal of 86 total students studying abroad with 100 students participating on programs between fall 2014-summer 2015. Additionally, the number of students studying abroad in fall 2015 and Academic Year 2015-2016 doubled since fall 2014 and is projected to increase again for fall 2016.

See attached appendices (OIE USAP Metrics 15-16: USAP GOAL 1) for numbers over the past 5 years, including 2016-17 projections.

Additionally, OIE contact with students and departments about studying abroad have increased from previous years by providing a total of 39 presentations or information tables at events and 445 in-person visits about study abroad during the fall 2015 semester.
10. What action(s) does your unit plan to take to support this unit goal?

The OIE plans to host more information sessions and class presentations and expand one two-hour pre-departure meeting to a multi-session program conducted over 1-2 months. The OIE has already partnered with Career Services, Financial Aid, and the Office of Major Scholarship Advisement to deliver programming and services to students who will be studying abroad this summer or next year. In the coming months, the OIE plans to partner with more departments along with outside agencies to provide training in culture, health & safety, networking, and travel logistics. The OIE will also continue aligning study abroad with department goals and curriculum to help students identify programs that fit their personal and professional goals. Funding is also always a priority of our students, staff will work to identify availability of more scholarships, increase advertisement and marketing of such programs, and identify key partners at IPFW such as Career Services and OMSA who may help students write more competitive scholarship applications. The first scholarship workshop in February 2016 hosted 8 students.

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

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

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

The OIE tracks the number of students studying abroad each term through an internal system along with other key data to identify who and what programs students are using. See attached appendices (OIE USAP Metrics 15-16: USAP GOAL 1)
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?

If the number of students studying abroad does not significantly increase, the OIE should be able to accomplish goals with current resources. Should the number increase significantly or more quickly, the OIE may reassess our resources the following year. The OIE is creating more group information sessions and workshops so information can be delivered more efficiently. The OIE will also continue searching for partners with expertise in certain areas across campus who can help present at such workshops or be available to students by appointment for additional advising.

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

N/A

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

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

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

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

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

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

Other: Describe:    Click here to enter text.

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

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

N/A

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<td><strong>Are clearly stated budget plans included for each goal?</strong> (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</td>
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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?

Continued progress towards this goal counts on support from other units and departments. If study abroad is not a priority or a goal for other units/departments, accomplishing this goal will be difficult. Helping students find enough funding or time in their degree plan is also a challenge. Even though the OIE was able to secure a $15,000 IIE Generation Study Abroad grant this year, the OIE lost matching study abroad scholarship funds from IU Bloomington last year, significantly reducing the amount of scholarships available for all students studying abroad. IPFW students are also ineligible for Purdue Moves scholarships. The OIE will continue to explore partnerships with departments and the advancement office to offer more scholarships for study abroad.

One challenge is helping to manage and promote faculty-led programs including student recruitment and eligibility since the process is divided among the Division of Continuing Studies and the Office of International Education.

Additionally, it would be helpful to identify study abroad participants in Banner with an attribute or other means of tracking and identification. At this time, it is not possible within the student information system of record to track or report on all students who have studied abroad or will study abroad.

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TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

3-5 years

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<tr>
<th>RUBRIC</th>
<th>Are time frames included for each performance measure (metric)?</th>
<th>No time frames are included with the performance measures.</th>
<th>Some of the performance measures include time frames.</th>
<th>All performance measures include time frames.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 2

1. Enter a unit goal:
   
   Increase international student enrollment to 3% of overall full-time on campus student population by Fall 2017

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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<td>I.C.3</td>
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<td>I.C.4</td>
<td>Choose an item.</td>
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7. Is the unit goal a high, medium or low priority?

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

This goal is important to both the University and the Office of International Education as it impacts the retention efforts of both entities. Furthermore, the increased enrollment and continued retention of international students impacts the overall multiculturalism on the IPFW campus, increasing social awareness, expanding the scope of education on campus, and diversifying the student body.

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

The overall international student population on campus increased by 27.80% from 180 students in fall 2014 to an all-time high of 238 students in fall 2015. International students comprise 2.83% of all full-time enrolled students, an increase from 2.06% in fall 2014. Additionally, international student credit hours increased significantly from 1.73% of total student population credit hours to 2.29% from fall 2014 to fall 2015, respectively.

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

Integrated with recruitment efforts, the OIE continues to develop a primarily email-based communication plan targeting admitted international students including steps to take to arrive on campus and enroll in classes. This pre-arrival information provided is based on student needs to make the best effort to encourage matriculation. The OIE is also finding new ways to increase matriculation of ELS students who are already on campus to become degree-seeking IPFW students once they have completed the English Proficiency requirement of ELS level 112, the highest level. Furthermore, the OIE has established a communication plan with current international students that involves tracking them and providing guidance or programs to keep them on track to complete necessary tasks to do well academically and professionally through to graduation.

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

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

The OIE will continue to track overall student enrollment each semester through the usage of COGNOS reports indicating registered international students. These numbers have been calculated for the last 5 academic years, allowing the ability to make comparisons each semester. See attached appendices (OIE USAP Metrics 15-16: USAP GOAL 2).

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<td>Are clearly stated performance measures provided for each goal?</td>
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<td>(Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).</td>
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<tr>
<td>The unit provided performance measures but they are not clearly stated.</td>
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<tr>
<td>Some of the stated performance measures are clearly stated.</td>
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<tr>
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<th>TASK FORCE COMMENTS AND/OR QUESTIONS:</th>
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</table>

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

Yes

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

For now, the OIE has the staffing to maintain the communication plans, update the data and spreadsheets and serve the students as much as we can. This is subject to change with increases in enrollment.

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

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

N/A

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

CUL - # of positions needed  
Benefited  Select Yes/No

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

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

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

N/A
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Due to a change in the scholarship structure, efforts to recruit students will be challenged for the 2017–2018 academic year. This will consequently impact our enrollment and retention efforts for new students.

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: 2016-2018
| 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. |
| TASK FORCE COMMENTS AND/OR QUESTIONS: | | |

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Goal 3

1. Enter a unit goal:

   Increase number of international undergraduate and graduate student applications by 15% per year for the next three years.

2. Status of goal:

   ☐ Completed  ☐ Eliminated  ☐ Modified  ☒ In Process  ☐ New

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

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

5. Type of goal:

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

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

High

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

Increasing the number of applications supports the effort to increase the number of international students on campus. The more applications we receive, the more students matriculate and enroll at IPFW.
9. If continuing your goal, what progress have you made or which action steps have been completed?

- Undergraduate applications increased from 99 in fall 2014 to 234 in fall 2015; an increase of 136.40%. 98 total students (80 undergrad, 18 grad) matriculated in fall 2015. The total number of admitted international students increased from 63 in fall 2014 to 152 in fall 2015.
- Much of the increase in the number of applications received can be attributed to coordination of efforts between the OIE and the WL Office of International Admissions. Undergraduate international student applicants who are not offered admission to the WL campus are now being referred to IPFW and Purdue Cal for consideration. Applicants referred to IPFW have been screened to meet criteria for admission. In addition, the number of applicants matriculating from ELS language Center has increased significantly in the past year. Other recruitment efforts included travel to key markets in Asia (Bangladesh, Vietnam, Thailand, Malaysia, Cambodia, and China) to attend recruitment fairs and conduct workshops, seminars, school visits and presentations targeting prospective students.
- In early spring 2015, a new communication plan was established to include prospective, admitted, and current students. The communication plan indicates specific email messaging to go out at different milestones during each student’s path in their education, from prospect through to graduation and beyond. The OIE has coordinated communications with departments on campus so that major-specific emails can go out to students either interested or already admitted into different programs. The new communication plan has greatly streamlined our processes, resulting in a higher yield of completed applications.

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

- Currently, the utilization of the communication plan and data analysis has allowed the office to work diligently to communicate fluidly with students. The implementation of a consistent communication plan to include the Purdue Redirect program has also been beneficial to improve numbers and meet this goal.
- The implementation of SLATE (Customer relationship management (CRM) system) and Synapsis (international student information system licensed through PU) in the coming year should further automate and streamline the communication plan for international students, permitting the OIE to better track, analyze, and strategically manage recruitment, admission, and immigration processing.
The Office of International Education has teamed with the Office of Graduate Studies to track retention of International Students on campus. Through this collaboration, preliminary data shows positive retention and persistence numbers from Fall to Fall and Spring to Spring. This particular numbers will impact the aforementioned proposal to revise the new scholarship rubric.

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</tr>
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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?

The OIE will continue to track overall student enrollment each semester through the usage of COGNOS reports indicating registered international students. These numbers have been calculated for the last 5 academic years, which are used to make comparisons each semester. See attached appendices (OIE USAP Metrics 15-16: USAP GOAL 3).

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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?

For now, the OIE has the staffing to maintain the communication plans, update the data and spreadsheets and serve the students as much as we can. This is subject to change with increases in enrollment.

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

N/A

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

N/A

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

CUL - # of positions needed  Click here to enter text.
Benefited  Select Yes/No
S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
     Non Recurring  Select Yes/No  $$: Click here to enter amount.
S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
     Non Recurring  Select Yes/No  $$: Click here to enter amount.
Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
     Non Recurring  Select Yes/No  $$: Click here to enter amount.
Other: Describe:  Click here to enter text.
Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

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

N/A

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<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>
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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?

Restructuring of merit scholarships, effective for the 2017-2018 academic year, will pose a challenge in how incentives are marketed to highly-qualified prospective students. A proposal to revise the new scholarship rubric is being developed in partnership between The Office of International Education and Graduate Studies.
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

1-2 years

Dates: 2016-2018

### RUBRIC

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

1. Enter a unit goal:
   A review of all general international cooperation agreements, memoranda of understanding, and research agreements will be conducted to determine level of activity, demonstrated outcomes, and value.

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: Postponed
   **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>Choose an item.</td>
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</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?

N/A

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

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

N/A

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

N/A

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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?

N/A. Current status: See attached appendices (OIE USAP Metrics 15-16: USAP GOAL 4)

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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?

N/A
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.

N/A

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

N/A

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

   CUL - # of positions needed  
   Benefited  Select Yes/No

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

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

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

   Other: Describe:  Click here to enter text.

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

   N/A

### RUBRIC

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<th>Budget plan is included but is not clearly stated.</th>
<th>Goal has a clearly stated budget plan.</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?

   N/A

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### TASK FORCE COMMENTS AND/OR QUESTIONS:


19. What is your timeline for accomplishing this goal?

   N/A

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

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

______________________________

______________________________

______________________________
Goal 5

1. Enter a unit goal:

   Expand International Student Orientation to 1 credit course - IDIS111 - International Student Success, develop measurements to track student learning objectives and integration onto campus increasing support for international student success

2. Status of goal:

   ☐ Completed  ☐ Eliminated  ☒ Modified  ☐ In Process  ☐ New

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

   N/A

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

4. If eliminated or modified, state reason:

   ☐ No funding for supplies and expenses  ☐ Priorities shifted
   ☐ No funding for salary & wages  ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment

   ☒ Other: The Goal has been combined with the original Goal 6 (Increase campus-wide awareness and involvement with international programs) to provide for a more comprehensive plan to integrate international students with the campus community.

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

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

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

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

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

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

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

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<tbody>
<tr>
<td>I.B.4</td>
<td>II.B - Mentoring relationships</td>
<td>III.A - Collaborations and research</td>
<td>Choose an item.</td>
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</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.D.1</td>
<td>II.C - Community engagement</td>
<td>III.B - Intellectual programming</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.D.3</td>
<td>Choose an item.</td>
<td>III.C - Cultural and artistic programming</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>
7. Is the unit goal a high, medium or low priority?

Medium

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

This particular goal is important because ensuring students are well-informed, integrated, and prepared has a positive impact on their overall retention and successful graduation of their academic program.

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

- As developments and changes in the Office of International Education took place, this working goal was modified to instead develop an on-going orientation model to include collaboration with departments and offices on campus after the new international student orientation program ended. Programming efforts were expanded to include developmental student services. Examples include workshops with CASA and the Dean of Students Office on academic integrity and study skills, weekly Career Services walk-in hours, Peer Health Educator workshops on physical and mental health, peer mentor programs, faculty/staff/community member mentor programs, on-campus employment workshops, along with already established OPT employment workshops and tax workshops.
- The Office of International Education has worked with the Honors Program to encourage more international students participating in the program. This includes an effort to include the Honors Program in the established OIE communication plan in addition to targeting students more intentionally.
- The Office of International Education has also identified key supports of international students and seeks feedback and modifies programs based on suggestions.
- The OIE also created an orientation pretest and post-test to assess the program and to provide insight in how to supplement programming events during the semester.
10. What action(s) does your unit plan to take to support this unit goal?

Further programming, including inclusive mentoring programs and training for both peer mentors and faculty/staff/community member mentoring will continue to take place. These pilot programs have been successful and will require more elaborate planning due to their success. The Office of International Education will continue to seek connections with additional offices on campus and maintain those existing relationships to better serve international students on campus. These efforts are seen as an extension of International Student Orientation. Furthermore, workshops including tax preparation, OPT and CPT off campus employment authorizations, and on-campus employment will be further developed to assist students during their journey to degree completion.

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

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

The Office of International Education will evaluate based on number of programs offered to students including workshops and events, as well as, measuring success through participant evaluations.

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes

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

The OIE currently utilizes all staff in the office to execute programming and workshops and to carry out the communication plan for enrolled students. The OIE also utilizes two student workers who greatly assist with the peer mentor programs, coffee Fridays, International Conversation Hours, and other programming efforts. We also utilize students as Orientation Leaders to help facilitate the New International Student Orientation Program in both the Fall and the Spring.

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

N/A

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

N/A

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

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

Benefited  Select Yes/No

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

Non Recurring  Select Yes/No  $$: Click here to enter amount.
17. If you were to receive the additional resources outlined in question #16, how will they be used?

N/A

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

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

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

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: **Ongoing**

**RUBRIC**

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

1. Enter a unit goal:
   
   Increase campus-wide awareness and involvement with international programs including creating an award called "International Supporter of the Year" where faculty members are recognized for referrals and programming to support study abroad. Develop additional faculty-led international programs.

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

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

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

4. If eliminated or modified, state reason:
   
   □ No funding for supplies and expenses  □ Priorities shifted
   □ No funding for salary & wages        □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   ☒ Other:  Primarily combined with goal 5 to be more efficient in our efforts.

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

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

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

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

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

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

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

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

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

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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?
    N/A
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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?
   
   N/A

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

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

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

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

   CUL - # of positions needed  
   
   Benefited  
   
   Select Yes/No
17. If you were to receive the additional resources outlined in question #16, how will they be used?

N/A

### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

N/A
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

N/A

Dates: N/A

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### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 7

1. Enter a unit goal:
   Create and evaluate learning outcomes/objectives for study abroad and increase programming to implement and assess these objectives

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: Postponed
   **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?

N/A

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

N/A
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?

N/A

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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?

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

N/A

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

N/A

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

N/A

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

CUL - # of positions needed  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
Other: Describe:  
Other — Recurring  
Non Recurring
17. If you were to receive the additional resources outlined in question #16, how will they be used?

N/A

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

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

N/A

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

19. What is your timeline for accomplishing this goal?

N/A

Dates: N/A
### 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:**

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Goal 8

1. Enter a unit goal:

Integrate Study abroad programs into four-year plan for each major with pre-approved programs and 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?
   o N/A

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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<td><strong>3rd Plan 2020 Goal</strong></td>
<td>I.C.6</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?

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

To increase the number of students studying abroad, those students require additional support from their academic departments. Students need to start planning early, hopefully as freshmen, to identify programs and timing for study abroad to fit in their degree plan. Studies show that students who study abroad are more likely to have higher retention rates and may be more likely to graduate on time. This requires careful planning and coordination of how credits may transfer and timing for students to apply for funding is essential. Many highly funded programs and competitive scholarships are due 5-8 months prior to program departure dates, so students need to start applying early for scholarships. Students also need to work with their academic advisors as early as their first year to determine which term and which programs may be best for them to study abroad.

To help students graduate faster, take advantage of all opportunities at IPFW, and not accrue more debt, it is to the university’s and the students’ advantage to help students create four-year plans where study abroad may be an option.

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

- Collaboration between our office and academic departments has increased dramatically. In addition to more than 25 hours of meetings with faculty this semester and an expansion of the study abroad fair to include courses at IPFW with an international component, the Office of International Education has met with 11 departments to discuss timing, fit, and credit transfer to begin identifying programs for recommendation. Six “Study Abroad by Major” web pages and flyers were developed and more are in progress. The OIE is also developing a directory of all ISEP (International Student Exchange Program consortium) exchange programs by major. In Fall 2015, we also visited 15 classes to promote study abroad programs in History, Psychology, Spanish, French, Arabic, Business, and Theater. Four other presentations were conducted during the fall 2015 semester for Trio, Honors, and the Chapman Scholars. See example of website here. The OIE and NSE are also now an option in the Career Services “Don’t Cancel Class Program” in the hopes that we will be able to present to more classes.

- OIE staff has also created a master list of all study abroad transfer courses over the past four years with a total of 274 articulated courses. This list can be used by students who are looking for programs to fulfill requirements and better facilitate credit transfer if programs are used by more than one student.
10. What action(s) does your unit plan to take to support this unit goal?

- Identify the 30 most popular majors for study abroad
- Create a website and flyer for the 30 most popular majors for study abroad in collaboration with department chairs, faculty, and head advisors and then work to identify which programs may fulfill major requirements best.
- The OIE will also help departments and students identify which term and which courses may be more easily managed, more conducive to study abroad, and work backwards from there to create a four-year plan that includes study abroad as an option.

| 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?

The OIE tracks the number of department collaborations/contacts and progress towards recommending appropriate programs includes three steps: initial information meeting; student research of potential student abroad programs through fliers, catalogs, and websites; and preparing a degree plan with suggested programs and courses by term. See attached appendices (OIE USAP Metrics 15-16: USAP GOAL 8)

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes

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

Providing for continued department interest and collaboration and a process that can be very involved, the OIE should be able to accomplish this goal over the next several years.

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

N/A

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

N/A

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

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

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

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.
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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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 Office of International Education continues to educate the campus on the existence of study abroad programs in addition to the overall benefits and opportunities available to all students. This goal to establish study abroad options within all degree plans is ambitious and ongoing progress will require buy-in from departments and units. Many departments are unaware of study abroad programs as an option and may not promote study abroad programs unless a student brings it up first. The OIE hosted an informational session for faculty and staff entitled “How to help support study abroad”, however, only two people attended, with both already being familiar with study abroad programs and the services offered through the OIE. The process to develop learning outcomes/objectives for study abroad will likely require input from departments and faculty committees who may already be taxed for time, especially for a goal that may not be a priority for that unit.
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

5+ years

Dates: 6/1/16 – 30 Majors Identified; 12/31/16 Flyers and Websites for 15 Majors; 6/1/17: Flyers and websites for 30 majors; 12/31/18: Integrated study abroad degree plan for 10 majors; 12/31/20: Integrated study abroad degree plan for 30 majors

### RUBRIC

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

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

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

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

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

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

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

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

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

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

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

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

Benefited  Select Yes/No

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

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

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

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

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

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

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

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

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

Click here to choose.

Dates: Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
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<tbody>
<tr>
<td></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</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? | 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: "Describe:  

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

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

Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

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

**Click here to choose.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

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

Click here to enter text.

| RUBRIC |
|------------------|------------------|------------------|
| 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. |
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

<table>
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<tr>
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<td>Are time frames included for each</td>
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<td>performance measures.</td>
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<td>Some of the performance measures include</td>
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<td>time frames.</td>
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<tr>
<td>All performance measures include time</td>
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<td>frames.</td>
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</table>
New Goals for 2015-2016 - #4

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

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

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

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

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

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

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

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

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<tr>
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<tbody>
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<td>Choose an item.</td>
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<th>Area I Goals</th>
<th>Area II Goals</th>
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<th>Area IV Goals</th>
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<td>Choose an item.</td>
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<td>Choose an item.</td>
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</tbody>
</table>

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

<table>
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<td><strong>Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).</strong></td>
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<td>The unit provided performance measures but they are not clearly stated.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

- CUL - # of positions needed
  - Benefited

- S & W — Recurring
  - Non Recurring

- S & E — Recurring
  - Non Recurring

- Equipment — Recurring
  - Non Recurring

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

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

Click here to enter text.

RUBRIC

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

Click here to enter text.

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

Click here to choose.

Dates: Click here to enter text.

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<td>Are time frames included for each performance measure (metric)?</td>
</tr>
</tbody>
</table>
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?
   
   If this goal was completed, skip to the next goal.

   Click here to enter text.

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. |

**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.

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

Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

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

Click here to choose.

Dates: Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS: