Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. Potential for achieving stated goals exists but adding baseline measurements and clear action plans could help increase the likelihood of success and assess progress along the way. The work of the Dean of Students is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

**Criterion:** #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

**Question:** Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

The Office of the Dean of Students promotes, supports, and develops a culture of caring, civility, and learning through leadership, educational opportunities, engagement, holistic care inclusive of health and wellbeing, career and personal development, while providing and ensuring equal access through signature programs, services, policies, and systems consistent with the IPFW and SAEM mission, vision, and values.

**Criterion:** #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

**Question:** I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.
1. The development and implementation of a comprehensive CARE team to approach and address systematically students in distress and crisis.

   - Personal misconduct meetings, non-academic (104, 131, 91)
   - Academic Misconduct (not measured, not measured, 41)
   - Petitions for Late Full Withdrawal (not measured, 322, 270)
   - Formal Complaint process (not measured, 16, 23)
   - Grade Appeal Process (not measured, 17, 27)
   - Campus Appeals Process (2, 2, 3)
   - Alcohol.edu meetings (not measured, 15, 3)
   - Background checks and Dean Certifications (not measured, 16, 15)
   - Meetings in conjunction with OIE regarding harassment and sexual violence (not measured, not measured, 22)
   - CARE Meetings for students of concern (not measured, not measured, 139)

**Question:** II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.

1. Partnered with the Communication Department to research and develop social norming campaigns to address harmful drug, alcohol, and other drug use and abuse.

2. Worked with the Center for Healthy Living to educate the campus on alcohol, drug, tobacco, and other drugs paired with an understanding of wellness. Peer Health Educators have presented on wellness topics in the classroom, as well as through co-curricular offerings, such as the Alcohol Awareness and Screening Day, Community Health Fair, and Depression Screening Day.

3. Emergency and crisis response education was enhanced through a variety of informational products, such as folders, magnets, phone stickers, postcards, z-fold cards, and classroom posters.

4. Deans Diplomats have created and presented to campus constituents on ethics, integrity, and university policies. 16 students have been trained as of 2013.

5. Sexual Violence and Discrimination Prevention Efforts through collaborations with the Office of Institutional Equity, IPFW PD, and the Center for Women and Returning Adults.

6. LGBTQ Resource Center and Queer Health Fair initially hosted and supported by ODOS and in conjunction with the Psychology Department.

7. Suicide Prevention Education efforts, including Campus Compass training, Suicide Prevention Week, and the Talk it up campaign, have been coordinated by multiple parties, including Veteran Services, the Office of Institutional Equity, the Psychology department, the Center for Women and Returning Adults, and the Communications Department.

8. ODOS hosted the Indiana Deans Conference in 2013.

9. A “Don’t Text While Driving” campaign was delivered in 2013.

10. Presentations have been made at national, regional, and state wide conferences:
   - Dean of Students presented at the NASPA national conference:
1. 2013:
   • The Non-Con: Establishing Professional Development with Constraints
   • Is the Value of Fraternities and Sororities Still Questionable?

2. 2012:
   • Assessment Initiatives to Address Students of Concern
   • Dean of Student Pathways: Historical and Emerging Trends
   • Paths to Deandom: Changing the Dean of Students Wayfinding.

3. 2011:
   • Identify Your Purpose: Moving Beyond Middle Management

Associate Dean of Students completed the following presentations:

1. 2013 ASCA Conference – Responding to Allegations of Sexual Assault
2. 2013 ISAA Conference – Developing a Dean of Students Program through a Peer Model
3. 2012 ISAA Conference – Ethical Management and Student Leader Development
4. 2011 ISAA Conference – Generational Communication in the Workplace

Peer Health Educators presented at the 2013 Bacchus National Assembly– Young, Broke, and Hungry

11. Webinars have been hosted and sponsored by ODOS on topics such as:

   • Best Practices to Address Sexual Assault Prevention on Campus
   • Bullying on Campus
   • 7 Counseling Skills all Student Affairs Practitioners Need to Know
   • The ASCA Dear Colleague Letter Open Discussion

12. The Dean of Students is an active member of The Association of Fraternity and Sorority Advisers (AFA), the American College Personnel Administrators (ACPA), the Association of Student Conduct Administrators (ASCA), and the National Association of Student Personnel Administrators (NASPA).

13. The Dean of Students is an editor for Oracle: The Research Journal for the Association of Fraternity and Sorority Advisers

**Question:** III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.
1. Robin Newman serves on the Fort Wayne Ethics Board.


3. Eric Norman is a board member with Erin's House and Headwaters Counseling.

4. Eric Norman is an ex-officio member of The Communicator Board.

5. Eric Norman is a member of the Drug and Alcohol Consortium for North East Indiana.

6. Eric Norman supervised the Management Agreement with The Learning Center (TLC) Childcare facility.


**Question:** IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.
DOS has partnered with outside agencies, such as:

- Erin’s House for Grieving Children, to provide grieving services for students and their families.
- Sexual Assault Treatment Center to collaborate on services and to educate the campus on sexual violence.
- Police departments to share information on issues and resources.
- The Drug and Alcohol Consortium to share resources and to provide uniform programming across northeast Indiana, including:
  1. Drug and Alcohol Symposium for faculty to educate the community and campuses about current research.
  2. Bacchus trained Peer Health Educators.
  3. Speakers, such as Aaron Moore from To Write Love on Her Arms and Erin Schwantner to discuss suicide.
  4. I-Can survey is administered to a sample of currently enrolled students to understand the usage rates for alcohol, tobacco, and other drugs, as well as other health related patterns.
  5. An amnesty procedure was developed to encourage help seeking behavior for students under the influence of alcohol.
- ARC/Easter Seals to provide educational opportunities for individuals with intellectual disabilities, which is leading to a series of programs to matriculate students into IPFW in conjunction with the College of Health and Nursing Science.

DOS has partnered with university departments through:

- The CARE Team, which is comprised of members from the Student Assistance Program, Services for Students with Disabilities, IPFW PD, and Student Housing to address students of concern.
- Religious Advisers Consortium has been established and facilitated.
- Financial Literacy has been initiated in conjunction with the Doermer College of Business.

DOS partners and supports a variety of campus programs, such as NoH8, Diversity Showcase, The Big Event, Lunches with Leaders, Freshman Fest, New Student Orientation, and the Chapman Scholars.

DOS coordinates the Day of Remembrance memorial program.

DOS supervises various university operations, such as Student Government Judicial Board and Election Board elections.

Question: Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

N/A

Criterion: #3: Accreditations - Program specific accreditation and status

Question: Accreditations - What program-specific accreditations and status do you have, if any?

Operations and systems should be in line with The Association of Student Conduct Administrators (ASCA) and the Council for the Advancement of Standards in Higher Education (CAS) Standards.
**Question:** Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?

While the operations are not prescribed, the organization does provide helpful guidance to maximize student learning opportunities and limit institutional liability.

**Criterion:** #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

**Question:** Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

1. Federal and State criminal statues
2. Drug Free School Act
3. Campus Sexual Violence Elimination Act (SAVE Act)
4. Violence Against Women Act (VOWA)
5. Clery reporting

**Question:** Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

The federal laws do create challenges with mandated reporting and continual revisions, which necessitate policy and practice updates. These are all non-funded mandates, so the additional time and energy expended are not accompanied by resources.

**Criterion:** #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

**Question:** Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

The university pays for two versions of AdvisorTrac. One through Student Affairs and one through Arts and Sciences. Combining these two programs may reduce expenditures. We are currently looking into this option.

**Criterion:** #6: IR and Budget Review - Review of your department profile and budget

**Question:** Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: http://www.ipfw.edu/offices/ir/profiles/

N/A
Criterion: #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Task Force: 1. Comment on the specificity of the goal:

* Clear but separating the development and sustainability of assessment efforts into different goals will help better-define action plans and subsequent measurement

2. Comment on the goal's measures:

* Clear but would benefit from baseline measurements

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

* Capable but software expense determines ability to complete goal

4. Comment on the goal's relevance:

* High

5. Comment on the timeline of the goal:

* Clear

Possible opportunities for collaboration or suggestions for addressing a gap:

* Work with ITS (specifically the CIO), Institutional Effectiveness, and other constituents to better consolidate and coordinate software purchases and maintenance across campus

Question: Unit Goal - What is your unit goal?

Develop and sustain assessment efforts across the division of Student Affairs and Enrollment Management

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.A.2. Use assessment data to improve student learning.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

Question: Actions - What action(s) does your unit plan to take to support this unit goal?
1. Develop a standardized quadrennial planned schedule for campus-wide and divisional assessments, particularly with known annual assessments, such as:
   - Student Satisfaction Inventory (SSI)
   - National Survey of Student Engagement (NSSE)
   - Indiana Collegiate Action Network (ICAN)
   - First Destination Survey

2. Develop metrics to measure identified learning outcomes for all SAEM departments and programs

3. Develop reports from AdvisorTrac data

4. Push paper surveys to new web based applications

5. Disseminate collected data obtained from the assessment efforts in both raw and interpreted form

6. Analyze response rates demographics and compare against graduation and completion rates through BANNER

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1. Assessment reports from all SAEM departments and programs
2. Increase response rates of population samples to 25%
3. Increased published reports and summarizations of data obtained
4. Focus group feedback
5. Additional assessments developed to measure student learning outcomes across the SAEM division

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

The purchase of assessment software from a company such as Campus Labs to develop assessment instruments and to centralize reporting would be helpful in accomplishing this goal. The platform provides open source assessments for all SAEM departments and areas and it hosts the data obtained. It also tracks response rates and participant demographics.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
1. Creating a culture of assessment across the division takes time and effort.
2. Over sampling student population is a concern as we push more assessments to the population.
3. Restrictions on emailing students surveys can impede response rates.
4. There are some internet browsers that do not allow links to connect with assessment surveys.
5. Restrictions on IRB approval by non-faculty members is an impediment to research initiatives in subjects not covered by faculty.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Assessment efforts with available resources are already underway. An examination of new assessments will begin within the next 6 months. New assessments shall be carried out over the next 3-4 years.

**Criterion:** #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:
   * High
2. Comment on the goal's measures:
   * Unclear and similar programs already exist
   * Is a major need for additional programming evident?
3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):
   * Capability exists but better understanding and communicating the need will help the university assess importance
4. Comment on the goal's relevance:
   * Low because need is unclear and similar programs already exist
5. Comment on the timeline of the goal:
   * Clear

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?
Develop a comprehensive bystander educational program that promotes healthy behavior and positive choices. The investment in these efforts may help reduce further conflicts and behaviors in the future, thereby improving the campus climate and retention efforts.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.A.2. Use assessment data to improve student learning.

I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

I.B.4. Expand use of high-impact instructional and advising interventions.

I.D.2. Embrace a definition of diversity which includes a broader array of human differences.

III.B. Provide access to outstanding intellectual programming.

III.D. Provide non-credit enrichment experiences for the community.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
1. Develop a comprehensive mediation and conflict resolution program:
   - Develop marketing campaign
   - Schedule and implement programs

2. Development of mediation and conflict resolution training program:
   - Identify training program
   - Secure trainer
     - 1. Train Instructor Trainers
   - Identify target audiences, such as Deans Diplomats, Peer Health Educators, Active Minds, Delta Alpha Pi, Resident Assistants, Don to Don Coaches, and SALT
   - Train students
   - Train faculty and staff
   - Implement assessment program for participants

3. Develop a comprehensive Up/Bystander intervention program to address:
   - Alcohol, Tobacco, and Other Drugs use and abuse
   - Sexual violence and harassment
   - Self-injurious behavior and suicide
   - Financial Literacy
   - Mental health and psychological well being

4. Develop campaign to tie together bystander efforts.

5. Examine online training programs to potentially be used for:
   - Orientation
   - Campus wide educational outreach
   - Students who violate the Code of Student Rights and Responsibilities

6. Develop marketing materials to educate campus community:
   - Enhance web site presence

7. Develop assessment instrument to measure student learning outcomes.

8. Implement program.

9. Continue Campus COMPASS training and suicide prevention initiatives:
   - Expand education efforts to self-injurious behavior

10. Recruit additional students to become BACCHUS Certified Student Leaders.

11. Expand the scope of Peer Health Educators.

12. Expand role and scope of the Religious Advisors.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
1. Retention and graduation rate
2. Achievement of learning outcomes
3. Signature programs
4. Internal and external academic collaborations
5. Intellectual, cultural, and artistic events incorporating bystander themes

Question: Resources - Are you able to accomplish this unit goal with your current resources?

No

Question: Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

This effort will be spearheaded by ODOS and done largely in collaboration with other departments, including Human Resources, ODMA, OIE, and others. Additional staffing will be needed in order for this to become a sustainable service.

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Time restrictions on department staff and campus awareness.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Initial implementation will begin in 2015. The program will continue to be increased in scope over the 2015-2016 academic year with guidance from the Federal Government.

Criterion: #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Task Force:
**DOS Dean of Students**

1. **Comment on the specificity of the goal:**
   
   * High

2. **Comment on the goal's measures:**
   
   * Clear but would benefit from adding baseline measurements and metrics for all actions as a means to assess progress (e.g., were grants secured, was the four-prong approach developed and implemented, did results of pilot program justify expansion, etc.)

3. **Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):**
   
   * Improving the specificity of goal(s) and actions would contribute to its success, outcomes, and ongoing assessment

   * Depends on the ability to develop, staff, and support new delivery methods

4. **Comment on the goal’s relevance:**
   
   * Enrollment, retention, and signature program potential exist

   * Tied to enrollment management priorities (i.e., which student populations should be more heavily recruited than others)

5. **Comment on the timeline of the goal:**
   
   * Should be tied more directly to the action plan and metrics, which assess the action plan

Possible opportunities for collaboration or suggestions for addressing a gap:

   * Work with Office of Academic Affairs and Registrar to define logistics for new course offerings (i.e., speed, delivery method, schedules, etc.), including faculty compensation

   * Provide additional support services to faculty who participate in program to help off-set additional responsibilities this student population will produce

   * Develop a scalable infrastructure to cater to new delivery methods inside and outside of the classroom

**Question:** Unit Goal - What is your unit goal?

Develop a bridge program to attract, matriculate, and retain students with developmental disabilities into certificate and credit bearing courses.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

I.B.4. Expand use of high-impact instructional and advising interventions.

I.B.5. Transform the concept of the college classroom and the delivery of education.

I.D.2. Embrace a definition of diversity which includes a broader array of human differences.

I.D.3. Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups.

I.E.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
1. Secure grants to support the development and piloting of co-curricular opportunities for students with Developmental Delays (DD) and Intellectual Disabilities (ID).
2. Develop a four prong approach to attract students with DD and ID to IPFW:
   - Summer Bridge program through SSD
   - Offer non-credit classes in conjunction with Easter Seals/ARC
   - Offer certificate classes through Continuing Education for slower paced classes
   - Offer credit bearing classes with faculty in HRM
3. Recruit students to participate.
5. Expand program enrollment above pilot.
6. Expand program curricular and co-curricular offerings.
7. Connect students from the Bridge program to students outside of Bridge program to develop internships and experiential learning opportunities.
8. Seek accreditation through Think College.
9. Collaborate with other community entities, such as DSANI, Autism Networks, and regional K-12 school districts to build program support.
10. Partner with businesses in Northeast Indiana to offer internships and dedicated jobs for individuals with DD and ID.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1. Retention and graduation rate for these high risk students
2. A more diverse campus, attracting students to campus who may not typically attend higher education
3. Signature programs
4. Internal and external academic collaborations
5. Secure additional grants

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Securing limited term lecturers with a special education and health and social service background may be a challenge. This effort is being stewarded by ODOS, the College of Health and Nursing Sciences, and the Division of Continuing Studies. Housing opportunities may be an aspect to be considered as well as collaborations with Ball State University and the City of Muncie with their Marriott program.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

The initial grant is for two years. There are additional grants and programs being evaluated to determine how best to create lasting opportunities for students with DD and ID in Northeast Indiana.

**Criterion:** #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:** 1. Comment on the specificity of the goal:
   * Clear, although could be considered a high priority

2. Comment on the goal's measures:
   * Clear but would benefit from baseline measurements

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):
   * High

4. Comment on the goal's relevance:
   * High

5. Comment on the timeline of the goal:
   * N/A

   Possible opportunities for collaboration or suggestions for addressing a gap:
   * N/A

**Question:** Unit Goal - What is your unit goal?

ODOS will enhance the campus CARE Team (Communicate, Assess, Refer, and Educate) to improve the delivery of services to students and to increase retention and graduation.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
IV.B.3. Eliminate process barriers in enrollment management that impact student achievement.

IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

1. Examine existing tracking methods to determine if different systems should be utilized.
   - This is inclusive of potential case tracking software or the continued expansion of AdvisorTrac or programs such as Symplicity Advocate software.
   - Determining notification across the team outside of bi-weekly meetings.
   - Determining what follow-up care should be standardized.
   - Determining specific assessment instruments to be used for students of concern.

2. Develop Memorandums of Understanding with local hospitals and facilities to share information.

3. Evaluate CARE Team composition.

4. Develop assessment instrument to measure student learning outcomes through the CARE process.

5. Identify areas of need to better support student success.


**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Retention and graduation of students who are referred to the CARE Team will be the primary metric.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

This goal is expected to be achieved without any challenges.
**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

N/A

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

N/A

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

N/A

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

N/A

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

N/A

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

N/A

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
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N/A

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A

**Criterion:** #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

N/A

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

N/A

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

N/A

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

N/A

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

N/A

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

N/A

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:**
Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

N/A

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A

**Criterion:** #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

N/A

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

N/A

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

N/A

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

N/A

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

N/A

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

N/A

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

N/A

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

N/A

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

N/A

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

N/A

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

N/A

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

N/A

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

N/A

**Question:**
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<thead>
<tr>
<th>Needed Resources</th>
<th>If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?</th>
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<tbody>
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<td>N/A</td>
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**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

N/A

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A

**Criterion:** #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

N/A

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

N/A

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

N/A

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

N/A

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

N/A

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?
**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

N/A

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A

**Criterion:** #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

N/A

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

N/A

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

N/A

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

N/A

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

N/A
Question: Resources - Are you able to accomplish this unit goal with your current resources?
N/A

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
N/A

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
N/A

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
N/A