2015

University Strategic Alignment Process Report

Indiana University – Purdue University Fort Wayne

Anthropology
Part I

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

As reported in last year's 2014 USAP report, the Department of Anthropology supports the IPFW Strategic Plan 2014-2020 and strives to contribute to the achievement of the overall goals and vision outlined in that document. Specifically, the Department of Anthropology provides courses in the four traditional subfields of anthropology, cultural anthropology, archaeology, biological anthropology, and linguistics, for the general education of IPFW students and to satisfy requirements leading to the Bachelor of Arts in anthropology for those students pursuing an anthropology degree. By extension, given the near universal non-western focus of our courses, our entire curriculum provides an interdisciplinary and internationalization foundation for IPFW students and thereby explicitly supports IPFW's Strategic Plan 2014-2020. The IPFW Department of Anthropology faculty is also strongly committed to improving the quality and fidelity of its assessment process and actively uses assessment data to improve student-learning outcomes through the continuous improvement of course, curricular, and co-curricular offerings. We strive to increase student participation in high-impact instructional practices and advising interventions, support the development of activities and experiences that lead to understanding of diverse cultures and the broad array of human differences, and promote programs featuring international and interdisciplinary curricula. Our faculty conduct internationally recognized research in their fields of specialty and disseminate their results to the academic community, to the students and faculty at IPFW, and to the citizens of the region served by the university. Our faculty have been recognized for their regional community service. The faculty also render expert service to the profession of anthropology, the university, and the people in the region and beyond served by the university.

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

All five of our tenure stream faculty were engaged in extraordinary levels of service for the campus, university system, discipline, as well as to both our regional community and nation. The significant kinds of service performed by our faculty since our last report includes the following:

- **Lawrence Kuznar** continuously participated in US Intelligence Community activities at the highest levels (for the Pentagon, CENTCOM, and other governmental intelligence agencies). Specifically, he was the co-editor of the December 2014 report on ISIS for the Joint Chief of Staff, as well as the co-author of the Executive Summary and contributor of multiple chapters. Further, throughout 2015, Professor Kuznar participated in numerous meetings, teleconferences, and travel to the Pentagon war games (5 times) related to ISIS. He took the lead role representing ISIS in the war games.

- **Richard Sutter** was appointed to Science Central's Board of Directors and Science Central's Marketing/Development/Communication Committees. Additionally, he participated as a panel discussant in Science Central's first "SciFi" event in October 2015. Richard Sutter also continued to serve on the editorial board of the *International Journal of Dental Anthropology*.

- Professor Noor Borbieva served on the USAP Task Force member during 2014-2015, and – subsequently – was appointed during the Fall of 2015 as IPFW's member of the Purdue Social Sciences IRB. Additionally, she serves on numerous IPFW Senate committees, including as Chair of the FAC. She also serves on the Women Studies Curricular Committee.

- Noor Borbieva also serves as a board member on IU-Bloomington's Inner Asian and Uralic National Resource Center and is an affiliated faculty for IU-Bloomington's Russian and East European Institute.

- Margaret Brown Vega was as a co-organizer of the highly successful first ever SASI 2015 event. All five tenure stream faculty participated in the event.

- **Harold Odden** was the co-organizer of the Healthy Cities Health Fair program, which served more than 3,000 locally under-served homeless, impoverished, and minority members of the Fort Wayne community. Harold Odden also served as the Secretary-Treasurer of the Psychological Anthropology Association, and organized their meeting, all other events, and scholarships.

- Harold Odden was the Secretary-Treasurer of the Society for Psychological (SPA) Anthropology. Among the numerous activities associated with the office, Professor Odden successfully organized the society's biannual meeting this past fall (2015) and continues to serve as the co-chair of the 2017 biannual meeting. The 2015 conference had the highest attendance in the organization's history.

All faculty with research releases were engaged in research activities.

- Overall, during 2014-2015, our program's five faculty with research releases produced 10 peer reviewed journal articles and book chapters and gave more than 10 professional presentations, in addition to numerous reports and public presentations.
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| To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals) | The unit did not provide evidence that accomplishments align with the mission of the University. | The unit provided evidence that accomplishments somewhat align with the mission of the University. | The unit provided evidence that accomplishments align closely with the mission of the University. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

None. Not applicable to Anthropology.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Yes. We have numerous comments.
**General Comments**

The metrics and the entire USAP process completely fail to capture research and service productivity and simple measures of numbers of students in a classroom do not address the quality of education that takes place. 100% of our faculty with research releases are actively engaged in significant research and service and our students are recognized across campus for being particularly well educated and capable of critical thinking, analysis, and both written and oral communication. Therefore, the metrics utterly fail to capture the productivity of our program’s faculty. Given that USAP’s goal is to prioritize resource distribution, we find that the failure to include these key aspects of faculty productivity is simply inexcusable. How can the task force prioritize simply based upon highly skewed and incomplete fiscal and enrollment data (even once contextualized)? Such disparate data do not “speak for themselves” and represent an incredibly narrowly focused attempt to “maximize revenue” by maximizing student enrollment in classes. This ignores the other significant contributions that the Department of Anthropology faculty make in the other two areas of faculty responsibility: research and service. IPFW represents a non-for-profit institution that delivers educational, cultural, and knowledge-based services to the broader Northeast Indiana community. The business model is simply a way of devaluing missions and degrees of smaller programs with limited ability to “maximize revenue.”

We also find the entire USAP process an incredibly time consuming and demoralizing task: when originally announced, the Chancellor suggested that the USAP reporting process would save time. As one of my faculty members pointed out, this current Year 2 USAP report is more than 10,000 words (typical length of two journal articles or half the length of a standard academic book). The process, in and of itself, represents an incredible (and astoundingly inefficient) expenditure of human time and resources. Central administrators already have (and already exercise [just consider the recent shift of faculty positions away from COAS and into other colleges]) the authority to prioritize how resources are used. The USAP process simply relieves central administrators from their leadership responsibilities and making difficult choices that they are already empowered to make. The process takes faculty away from their students, their research, and service commitments to the community.

We also believe that the task force represents an attempt to circumvent faculty governance using a modified version of the Dickeson Model so as to justify the closure of academic programs in violation of well-established IPFW Senate procedures for department closure: our campus is no longer in danger of financial exigency. At no time in our program’s nor our campus’ history can any of us recall such incredibly low morale that is almost entirely due to the USAP process.

Further, as a small program with all but one of its faculty already having received tenure, we find the focus on credit productivity and dollars an incredibly skewed exercise. There is an economy of scale and efficiency that comes with having a larger program with more junior faculty: the smaller the program, the fewer the number and overall ability of its faculty to generate FTE. The snap-shot focus of metrics that uses our campus' high water mark as the benchmark for enrollments also dramatically skews the picture. This is especially true of COAS program. Effectively, we are at similar levels of credit hour production as we were prior to the recession.

**Metric-Specific Comments**
The FTE and enrollment data require extensive contextualization, as does the salary data as they relate to some of the other derived metrics.

**Program size and senior faculty.** First, as mentioned above, there is an economy of scale in program credit hour generation as it relates to enrollments, gross and net revenue. Smaller programs – such as anthropology – have less capacity to increase enrollment numbers. To compound this issue, four of our five faculty (80%) with research releases are tenured and promoted. Programs with a larger percentage of their faculty with tenure and promoted will have larger relative salaries, decreasing our perceived efficiency in terms of dollars and cents. We will also point out that a major objective of the university has been to increase its proportion of senior (i.e., rank of Professor) faculty. The USAP process actually penalizes departments for supporting faculty advancement in direct contradiction of university personnel priorities and policy.

**Declines in FTE.** Our recent declines in both FTE and enrollments are (partially) attributable to important factors. Since 2012, we have lost our Archaeological Survey (which generated 1.0 FTE/year), while within the last three years (2013-2015), three of our five full-time faculty with research releases had one-semester sabbaticals, and – during the last academic year (2014-2015) – two of our six full-time faculty (33% of our faculty) began committing an annual total of 1.0 FTE (out of a total possible 7.0 FTE for the program, or nearly 15% of our overall FTE potential) to interdisciplinary programs (specifically, one course offering per semester in support of WOST and one in support of PACS), while another faculty member (Margaret Brown Vega) received two F&A funded research releases (0.5 FTE) during the 2014-2015 academic year.

Although there has been a shift in teaching FTE from anthropology to other programs or research activities, the derived metrics do not account for this when scaling for the salaries: our program still carries the full salary of each of those faculty who are teaching for other programs and who have received research releases, but the derived metrics do not reflect this shift in teaching FTE.

This year, Margaret Brown Vega is on a year's leave of absence and her return is uncertain. Going forward, this will result in an additional 1.5 FTE reduction for Anthropology during the 2015-2016 academic year. For a small program, this represents a significant proportion of our overall FTE. We do not anticipate her position being replaced. Undoubtedly, this will reduce the number of credit hours generated by the program.

**Honors Program Sections and enrollment declines.** Yet another important contributing factor to recent declines in our program's FTE include two low-enrolling course offerings for the Honors Program. Specifically, during the Spring 2015 semester, Richard Sutter taught an ANTH B200 section for only 10 Honors Program students (rather than the 40 students that he usually has in any given section of ANTH B200), while Noor Borbieva also taught a low-enrolling section of ANTH E105 for only 10 Honors Program students. Typically, her ANTH E105 sections enroll around 20 students. The reduction of around 30 students due to Honors Program course offerings during the 2014-2015 academic year represents about 4% of our enrollments (about 800/year). We are being penalized in the metrics for our attempts to support IPFW's Plan 2020 goal to increase Honors Program course offerings and students.

**Number of Majors.** The number of majors is also another metric that requires contextualization. While we recognize that census is taken on the last Friday of the first week during the Fall semester, the census data does not accurately capture the number of anthropology majors and
minors that we serve for the following reasons. To begin with, unlike other programs, we typically do not pick up new majors during SOAR, and, therefore, census does not accurately capture our true number of majors and minors. Instead, most of our majors begin as undeclared students or majors in other disciplines who – during the Fall semester – take an anthropology course as a Gen Ed, and, then, subsequently, declare anthropology as a major. For example, at census this current academic year, we had 33 active and enrolled majors. As of our most recently run COGNOS report (February 25th, 2015), we currently have 56 active and enrolled majors (46 primary majors and 10 secondary majors) and 34 active and enrolled minors. This is far greater than the number reported at fall census and more accurately represents the true number of majors and minors.

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

X Faculty □ Peer □ Professional □ N/A

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

No, it is not required for students to meet with an advisor each semester.

Comments: We are currently considering the feasibility of requiring our majors to meet with their respective advisor every semester. However, our recent (December 2014) alumni survey indicates that our former students are highly satisfied with the advising that they received from our program (4.25 on a 5 pt. scale). Those data are consistent with our annual exit survey of graduating majors which – historically – is a 4.3 on a 5 pt. scale.

7. Does your department have formal advising policies that are to be followed?

Yes. We follow the COAS advising handbook and all of its "best practices".

Douglas Kline, our Continuing Lecturer, is our Lead Advisor. He is typically the first to meet with new and transfer students. When he is not available, new and transfer students meet with the Department Chair.

All new and transfer students are provided with their four-year plan in myBluePrint upon their first meeting. They are provided with advise on how to stay on track, courses to take, and career advise in subsequent meetings.

Students are distributed among the program's six faculty (however, this past year – due to an unanticipated year's leave of absence – Margaret Brown Vega's advisees have been re-assigned/equally distributed among the remaining five faculty). All full time faculty are trained in myBluePrint and are familiar with anthropology degree requirements. If we are unclear/uncertain (especially when it comes to state law/new general education requirements) we turn to Marietta Frye – COAS lead advisor – for answers.
The department chair is responsible for personally reaching out through proactive phone calls, emails, and formal letters to students who are on academic probation, as well as to those majors who have "stopped out" so as to discuss possible resources, solutions, and assistance in helping those students achieve their academic goals.

Importantly, just since this past August 2015, these proactive efforts have resulted in the re-enrollment of three of our former upper-class majors who had stopped out (specifically, Laura Hilty, Tanvi Chhatiawala, and Melody Soellinger).

8. Do you collect employment data for your graduates?

Yes, as best we can. We have an in-house database (FileMaker Pro) that we maintain with student information available through COGNOS (name, year graduated, most recent phone numbers and email addresses) as well as graduate school attendance and/or employment information. Frequently, due to the excellent rapport that we have with our former students and majors, they freely share such information with us through emails, subsequent visits, and informing us through social media, during semi-annual social mixers our faculty have with both current and former majors, and during our alumni survey. We also collect employment information from former graduates through an alumni survey that is conducted every five years as part of our program review. Our last survey, conducted in December 2014, had a 78% response rate (for the around 100 former majors we were able to contact).

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

The "Destination Survey" data is essentially useless for Anthropology since it had a response rate of only 2 (two). Further, we find the question completely irrelevant for the vast majority of liberal arts degrees, such as Anthropology: there are few – if any – jobs specifically available to individuals earning a BA in Anthropology. The question is inappropriate and devalues the fact that many of our graduates (that is, the around 57% who do not go on to graduate school – historically, 43% of Anthropology BAs continue on to graduate school) work in local museums, city, county, and federal government, business and industry, regional schools and universities, local non-for-profits, and the arts community.

That being said, during the 2014-2015 academic year, there were 9 students (one more than reported on our departmental profile who graduated during Summer II 2015) who graduated with a BA in Anthropology. Among those nine students, five of nine (55.6%) are currently employed, while five (55.6%) are continuing their education: three of those five (33% of our graduates; one who is also working at a biomedical technology company while in graduate school) are in graduate or medical school, while two are completing second BA degrees here at IPFW. ALL of our graduates from last year are gainfully employed and/or pursuing further education.
2014-2015 Anthropology BAs

December 2014 Graduates
1) Nicole Black – Employed as a sale representative for Tecomet and enrolled in Graduate Studies at Grace College - Orthopedic Regulatory and Clinical Affairs.
2) Alicia Duffey – Works as bank manager at Kroeger.
3) Carl Sparks – Sales associated for Complete Nutrition.

May 2015 Graduates
4) Jeffery McCann - continuing education at IPFW (pursuing a 2nd BA in Sociology)
5) Sidney Flint – Currently attending medical school.
6) Casey Meadows - continuing education at IPFW (pursuing a 2nd BA in Sociology)
7) Brittany Kime – In graduate school and studying for an MA in Professional Services at University of New Orleans
8) Madeline Emry – (a double major in English) - sales manager

Summer 2015 Graduates
9) Katheryn Larsen - Dance instructor & sales manager at Body, Bath & Beyond.

Future Spring 2016 BAs
Presently, among the nine qualifying majors who are tentatively listed for Spring 2016 graduation, four have been accepted into graduate program – three with full funding (Kelsie Gillig – U of Texas-Austin, Anthropological Linguistics; Lauren Murfree – Purdue WL [Anthropology], and U of Memphis [U of Memphis, Medical Anthropology]; Megan Wilkinson [U of Memphis, Medical Anthropology]). Michael Plaster [Northwestern U – Anthropology] has also been accepted, but is awaiting word on funding. The department continues to demonstrate excellence in mentoring it’s undergraduates and getting >40% of them into top notch graduate programs.

10. If you reported data in question #9, how was this data collected?

We collect such data by directly contacting our graduates through social media (i.e., LinkedIn, Facebook), emails, and through our former students visiting the program or participating in our semi-annual social mixers.

11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

To repeat part of our response to item #11, the "Destination Survey" data is essentially useless for Anthropology with a response rate of 2 (two). Last year, our program conferred 9 (nine) BAs in Anthropology, therefore the "Destination Survey" response rate for Anthropology graduates was only 22%. Further, we find the survey completely inadequate for the vast majority of liberal
arts degrees, such as Anthropology: there are few – if any – jobs specifically available to individuals earning a BA in Anthropology. The question is inappropriate and devalues the fact that many of our graduates (that is, the around 57% who do not go on to graduate school – historically, 43% of Anthropology BAs continue on to graduate school) work in local museums, city, county, and federal government, business and industry, regional schools and universities, local non-for-profits, and the arts community.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/employment-outlook/index.html.

As a liberal arts program that has approximately a 45% rate of placing its graduates into graduate programs (based upon data from our alumni database, with additional confirmatory alumni survey data indicating a 43.1% success rate (25/58)), we are disturbed by the incredibly shortsighted focus on discipline-specific jobs and job training. IPFW is not a vocational school and the question is ill-conceived. There are few – if any – anthropology jobs available for BAs in anthropology. Further, as an interdisciplinary social science/humanities/science discipline, a liberal arts degree in anthropology directly prepares anthropology graduates for multiple careers listed in Regional Employment Outlook (NOT just "anthropology/archaeology jobs"), including work in museums, local governmental and non-governmental agencies, and other social science careers. Our program's largely empirical curriculum prepares our majors for careers that involve numerous data analysis-heavy careers that could also include (at a minimum) the following nine careers that are listed in the Employment Demand Report: social scientists and specialists, survey researchers, urban and regional planners, forensic science technicians, librarians and information science, mental health and substance abuse social workers, environmental specialists, including health, and international business. We currently have former students employed in each of those aforementioned areas, and we would be glad to provide the names of our alumni employed in those jobs, if so required.

Other jobs not listed where our former major are employed include intelligence analysis, social science consultation firms, environmental impact agencies. Indeed, we have former majors employed in each of the aforementioned careers. There are many other careers listed in the spreadsheet too numerous to mention where an anthropology graduate can apply their skills.

We would also point out that results from our recent (December 2014) alumni survey indicate that – in addition to the 43.1% (25/58) of our majors who have gone on to graduate school – an additional 30% (17/58) of our graduates report using their degree in their current jobs (total = 73.1% accepted into graduate school and/or actively employing their BA in Anthropology), while an additional 19% (11/58) report that they eventually intend on applying to graduate school in the near future.
13. Do you wish to provide any response to last year’s task force comments?

Last year's task force comments were incredibly frustrating, dismissive, and inaccurate. Further, the overall feedback from the USAP task force was unreliable and inconsistent. Our feedback seemed to come from a group of task force members who had a fundamental misunderstanding of what academic programs do.

Specifically, there were goals that our program proposed which were characterized as not being goals, despite the fact that the "goals" represented exact language from goals articulated in IPFW's Plan 2020 Strategic Plan.

Further, we were specifically told in response to pointed questions to Jennifer Oxtoby and Rachel Hile during USAP open forums that programs were permitted to articulate goals that an academic program was already actively engaged in: the feedback we received from the USAP Task Force dismissed those goals out of hand.

The USAP feedback was inconsistent and – in some instances where other programs proposed similar goals and metrics (specifically, some of our goals were similar to those articulated by Philosophy, Sociology, and Women's Studies), those programs were praised, whereas our proposed goals and metrics were dismissed. This degree of unreliability is completely inexcusable.

Our own USAP task force member, Noor Borbieva, was disturbed by the lack of training for task force members and inconsistency in the feedback: the task force members that she worked with were clearly operating with different criteria than those being used by the group that evaluated our program's USAP report. Whoever provided our program's feedback lacked a fundamental understanding of what anthropology is, what a liberal arts degree provides, what academic programs do, and how long it takes to implement and subsequently assess curricular changes. This gives the impression (shared by many academic programs across the campus) the entire USAP process unreliable.

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

Richard Sutter (Department Chair) – primary contributor

With the exception of Margaret Brown-Vega (on a year's leave whose return is uncertain) other faculty helped edit our responses and contributed to our new goals. They include:

Noor Borbieva
Douglas Kline
Lawrence Kuznar
Harold Odden
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:
   Offer courses on international topics that are popular with students across the university.

2. Status of goal:
   - □ Completed
   - □ Eliminated
   - □ Modified
   - X 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.
4. If eliminated or modified, state reason:

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

X Other: We suggest – despite the international nature of our entire curriculum – that this is a goal that is still in process that we are likely going to modify. All of our course offerings have a significant – if not exclusive – international content to them. However, under the former COAS Dean Carl Drummond, we embraced a "high impact learning" strategy across our entire curriculum (i.e., significant writing project, report, research, or service-learning component in every course. Often our upper levels are seminar format). This strategy often necessitates limited upper-level class sizes. Obviously, in our campus' current climate, the university does not appear to support smaller class sizes, but – instead – favors larger classes with higher tuition revenue generation (despite the fact that nearly all IPFW program have positive tuition generation). These requirements are in direct opposition to one another.

In addition to a loss of staffing (Margaret Brown Vega is taking a year's leave of absence and uncertainty of return), two of our full time faculty (Noor Borbieva and Douglas Kline) are teaching courses for interdisciplinary programs (Professor Borbieva is teaching one course for Women's Studies each semester and Douglas Kline is teaching a section of Introduction to Peace and Conflict Studies each semester). This has reduced the number of international course offerings credited to the Department of Anthropology.

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

5. Type of goal:

☐ Create/Develop   ☐ Eliminate/Discontinue   ☐ Improve/Enhance
☐ Increase Efficiency   X 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 I.M.1 and associated outcomes, focused on improving retention and graduation rates.

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

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<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<td>I.C.5</td>
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| 2nd Plan 2020 Goal | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

| 3rd Plan 2020 Goal | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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?

The goal is part of our core mission and is explicitly stated as a primary goal in IPFW Strategic Plan 2014-2020.

9. If continuing your goal, what progress have you made or which action steps have been completed?
We have managed to meet our action goals of offering two anthropological international "ethnographic content" (i.e., Anthropology "Group A") courses as well as offering at least one non-western course per semester. We were also able to meet our action step metric by exceeding our goal of "maintaining DWF rates in those courses above the 50th percentile for the department." We want to stress that we achieved our DWF rate goals by redoubling our efforts to motivate students to achieve and teaching the skills to achieve, and not by providing scaffolding (pre-tests, study guides that spell out what will be on the exam, dropping the grades students don’t like) or decreasing standards. A number of colleagues in other departments (especially junior faculty) have reported that under USAP pressure, their chairs have pressured them to give higher grades at any cost. This is happening on our campus, and the metrics used in this process are a driving force. The USAP task force and central administration should be aware of the ramifications and impact of such metrics.

We also had a number of our ethnographic offerings included in the Peace and Conflict Studies curriculum, so as to serve the "needs for cross-cultural and international coursework."

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

We are still trying to achieve increase the number of non-Anthropology and non-COAS in our ethnographic courses to at least 25%.

We are also offering an international "Educational Travel" ethnographic research course in Scotland this upcoming summer (2016).

We will be actively promoting our international, non-western curriculum using a flat screen that will be positioned in a high-traffic area adjacent to the Aramark cafeteria on the ground floor in Kettler Hall.

We will also be making an appeal to the International Studies certificate program to include more of our non-western, international course offerings.

| RUBRIC |
| Do the unit goals align with the University’s goals? |
| Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University’s goals. |
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Have at least two of our current non-western, international course offerings included as part of the International Studies certificate program by next year’s USAP report.

We hope to increase our overall non-Anthropology enrollments by 5% per year between 2016-2017 and 2020-2021.

We hope to increase our overall non-COAS enrollments by 5% per year between 2016-2017 and 2020-2021.

We hope to offer at least one international Educational Travel course every other year (next year would be 2018 given that will successfully be offering one this summer).

Continue to actively advertise our on-campus international curriculum through advising list-serves, fliers, and our recently purchased flat screen.

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

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

Yes. At present we have three full time faculty and a CL who intermittently offer upper level non-western international courses (typically, at least once a year per faculty).
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?

We will be allocating a portion of our department's S&E toward the internet drop and the site-license software needed to advertise on our flat screen. We have been quoted a price of $250/year.

We will also continue using a portion of our budget for printing fliers. Historically, we have used approximately $50/year for advertising our courses.

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

We have successfully had a small surplus in our department's S&E every year over the last five years. We do not anticipate a need to reallocate resources.

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

Not applicable.

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: Change to university graduation requirements that incorporate international course requirements. If this truly represents a goal of Plan 2020, then the campus must embrace and pass such a requirement for our students. Further, in the meantime, the central administration must be willing to tolerate lower-enrolling courses that meet such a requirement until sufficient new students who enter the university under this requirement populate such courses. Otherwise, this simply represents a contradiction of priorities (that is, higher enrolling courses vs. [initially] lower enrolling sections of courses with an international focus.

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

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

Click here to enter text.

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

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

Probably, the greatest challenge to our ability to completely deliver on this goal includes dual credit and the current General Education requirements. Because many incoming students have already taken social science courses in high school (Psychology, Political Science, Sociology), they are more reluctant to take anthropology courses that meet similar General Education or graduation requirement credits. Further, we capture many of our upper-level students (and majors) in our ANTH E105 Introduction to Culture and Society course. Historically, student registration in introductory-level anthropology
courses occurs only after other social science Gen Ed courses have filled and students are unable complete their Gen Ed requirements in the courses/times/days that they desire. As enrollments have dropped in other social science courses due to Dual Credit, so, too, have enrollments in introductory Anthropology courses.

Although our program has already met the metrics that we outlined in last year’s USAP report, it will take time to have sufficient students enrolled in international courses before we can consider this goal a “success.” As alluded to above under the resources, unless the campus is willing to adopt an international course requirement that is taken on camps by all of its undergraduate majors, then the central administration must be willing to tolerate lower enrolling sections of courses that with an international curricular focus.

| 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?

3-5 years

Dates: 2020

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

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

1. Enter a unit goal:

100% of faculty with research appointments will be actively engaged in producing original research that culminates in professional conference presentations and peer-reviewed publications that assist in establishing the national and international reputation of the department.

2. Status of goal:

☐ Completed   ☐ Eliminated   ☐ Modified   X In Process   ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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

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

High priority.

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

The goal is already a part of our core mission and is also explicitly stated as a primary goal in IPFW Strategic Plan 2014-2020.

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

Although we have already met the metrics that we outlined for ourselves in last year’s USAP report, we argue that - as originally articulated – our metrics were specifically intended to reflect an average over the entire time period covered by the Strategic Plan (that is, 2014 – 2020): last year, four of our five faculty with research releases published last year. The fifth member our faculty with a research release submitted an NSF grant proposal and presented at a national professional conference. In total, four of our five faculty with research releases presented at a professional conference.

All three of our faculty who work with living human subjects currently have human subjects research protocols open.

Our goal is to maintain a similar average of research activity over the subsequent four years of the IPFW Strategic Plan 2014-2020. It would make no sense if we meet the goal for just one year and then subsequently fail to continue meeting this goal. We will continue to report on our metrics in each of the subsequent years covered by Plan 2020.

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

Our program has a formal increment policy that provides incentives for achieving annual research activity.

All full time faculty receive between $750 - $1,000 in support of professional development activities (the amount varies annually depending on departmental expenses).

We are in the process of developing a formal policy for using departmental S&E to frequency, amounts, and equitably use departmental S&E in support of Grants-In Aid of research and internal international travel grants.
Establish formal policies for prioritizing and awarding additional course releases and/or course-load shifting for research.

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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?

   Given that the two metrics were originally stated as (1) "every faculty member with a research release will publish an average of one peer-reviewed article or book chapter per year OR one book every five years, OR show evidence of active grant proposals," (2) "every faculty with a research release appointment will present an average of one academic presentation per academic year," and (3) "every faculty member with a research appointment who works with human subjects will have at least one research protocol open at any time," each of the three aforementioned metrics are measured over differing periods of time.

   In the case of goal #3, we will assess our progress on an annual basis. For metric #2, we can examine a two year average (despite the fact that we suggested we would report this over a five year average). Similarly, for metric #1, we can assess our progress on an annual basis, despite the fact that the scholarly activities that produce books, book chapters, and journal articles often occur sporadically and not annually.

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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?

We currently have marginally adequate funding for professional development associated with presenting our research at professional conferences on an annual basis. However, in the case of research – all of our faculty members conduct international research. Internal funding is currently inadequate and external opportunities for our faculty engaged in humanities and social science research is highly competitive and shrinking. Additional internal (IPFW) grant programs would help to make this a sustainable goal.

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?

As alluded to in previous responses, all of our faculty are provided with $1,000-$750 per year to support professional development. This is marginally adequate to support dissemination of research results at professional conferences. Additional departmental S&E support for international fieldwork historically has been provided on an "as needed" basis as required by ORES.

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

No reallocation. We will continue to monitor internal funding requirements from the central administration to develop departmental policies regarding the levels and frequencies of support from departmental S&E to support international fieldwork.

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

Our faculty members have historically been successful at receiving sufficient internal and external support to conduct our research. We will continue to work with the central administration to ensure that internal funding opportunities are available for international fieldwork. Further, we will continue to offer and develop "Educational Travel" that incorporates students into our research so as to defer some of the decreasing availability of funding sources.

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?

Additional funding would be used to strictly cover travel and per diem costs associated with international field research. An additional $500/year per faculty with research releases would go far to help us defray the costs of conducting international field work.
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?

An occasional challenge to accomplishing the data collection (i.e., international field work) stage of research includes fluctuating international travel costs, foreign governmental bureaucratic challenges, and social or political unrest that can subsequently make data collection impossible or cut short a summer/sabbatical research field season.

| 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?

3-5 years

Dates: 2020

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:

The Department will continue to oversee the Anthropology Club to ensure the continued success of the Anthropology Club Lecture Series, to raise the profile of the department, and to provide a valuable extra-curricular opportunity for majors and non-majors.

2. Status of goal:

☐ Completed  ☐ Eliminated  ☐ Modified  X In Process  ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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<td>3rd Plan 2020 Goal</td>
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<td>III.C - Cultural and artistic programming</td>
<td>Choose an item.</td>
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</table>
7. Is the unit goal a high, medium or low priority?

High

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

The Anthropology Club's weekly Luncheon Lecture series represents the one and only ongoing lecture series on campus. The lecture series is a high-profile form of service that represents a weekly intellectual and cultural event that promotes multiculturalism as a value, provides internal and external academic collaborations, provides non-credit enrichment experiences for the community, and is an exemplar of free and open discourse (all of the aforementioned are part of IPFW's Plan 2020). The lecture is free and open to the public and historically was attended by 20-25 members of the faculty, staff, and Fort Wayne community, in addition to student attendance. It is not uncommon for us to pack the auditorium with 100 attendants.

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

The department's faculty have continued to mentor the club's members, attended lectures, and increased the number/frequency of anthropology-faculty presentations.

We are currently meeting our goal of having Anthropology faculty delivering at least four talks per year.

We have increased the in-class advertising of our lecture series and club members have improved their flier and social media advertising of the lecture series.

Attendance of the lectures has increased from an average of 30/lecture during Spring 2015 to 40/lecture during Fall 2015. Thus far, during the Spring 2016 semester, there have been three events each with 30-40 students, faculty, administrators, staff, and members of the community in attendance.

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

We will continue to increase our efforts by advertising the Anthropology Club Luncheon Lecture Series on our recently purchased flat screen which will be placed in a high traffic location near the Aramark cafeteria on the ground floor of Kettler Hall.

The faculty will continue to give at least four lectures to the Anthropology Club's Luncheon Lecture series per year.
We will try working with University Communications in hopes that the office will return to advertising our lecture series to the broader campus community. Historically, University Communications used to work with us and place our lectures on the event calendar and push out notifications to local media.

| 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?

In collaboration with the Anthropology Club officers, we will continue to monitor weekly lecture attendance. We expect to increase our attendance from 400 last year to at least 420 by next year's USAP report. It is our goal to increase annual attendance of the lecture series to 500 by 2020.

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

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

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

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

We charge our departmental S&E with colored paper and photocopies for advertising the Anthropology Club's weekly lecture series.

We will also have our flat screen installed some time during the Spring 2016 semester. Departmental S&E will be used to pay for site license software used by the flatscreen and to pay for the internet drop. These costs, however, are also part of the department's overall strategy of raising its on-campus profile and not exclusive to this goal.

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

We estimate that approximately $300/year will be allocated from our department's S&E to maintain advertising software on the flat screen.

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.

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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?

Scheduling conflicts with other on-campus events on Wednesdays at noon.

Reluctance of University Communications to promote the luncheon lecture series.

Difficulty finding other non-anthropology faculty and community partners to participate as speakers.
19. What is your timeline for accomplishing this goal?

3-5 years

Dates: 2020
Goal 4

1. Enter a unit goal:

The Department of Anthropology will continue to use assessment data to improve student learning and implement curricular changes that both respond to previous assessment findings and facilitate future assessments.

2. Status of goal:

☐ Completed  ☐ Eliminated  ☐ Modified  X In Process  ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

High.

8. Why is this goal important to your unit, the university or both?
The Department of Anthropology has embraced a culture of assessment since the retirement of the former chair in 2009. Assessment contributes to the success of our learning outcomes, our majors' persistence and graduation rates, and the university's strategic plan goals. Our assessment plan represents an ongoing and iterative process that is data informed. We are proud that our in each of the past three years, our Assessment Plan and reports are considered exemplars and given praise by both the COAS Assessment Committee, and – more recently – by Kent Johnson of the Office of Assessment.

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

Among the action steps that we proposed last year, we have submitted proposals for two general anthropological internships (one for museum studies, the other for internships with local health providers [Allen County Health Department, Planned Parenthood, Matthew 21, etc.]). Those course proposals are pending, however, the A495 Readings in Anthropology course has been used during the interim to provide valuable internship experiences for some of our upper-level majors.

Since last year’s report, we have established agreements with local community partners who are willing to accept (and have accepted) our majors as interns (specifically, Science Central, Allen County Health Department, Planned Parenthood, Matthew 21, Fort Wayne Museum of Art). Some of our advanced majors have already interned with Planned Parenthood and Science Central.

We have worked with the Dr. Kent Johnson of the Office of Assessment to identify appropriate artifacts to be used in developing "e-portfolios" for future majors.

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

It is still our intention to submit degree requirement changes that will require our future majors to take a methods course. This proposed action has been delayed/modified, however, because of the one-year leave of absence of one of our faculty members (18% of our faculty) who was teaching one of our methods courses. We are still committed to this plan of action and proposed metrics.

Once we have a sufficient number of methods course offerings, we will submit the degree requirement request.

Subsequently, we will add portfolios and implement assessment of the impact of the aforementioned changes that we proposed in last year’s report.
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?

We have *modified* the timeline last year's metrics in light of the loss of one of our faculty members:

- Implementation of at least one general internship course offering by the end of 2016.
- Modification of degree requirements to include at least one methods course by the end of 2017.
- Implementation of e-portfolios for majors as part of a degree requirement by 2018.
- Assessment reports that will include assessment of new degree offerings and requirements by 2019.

RUBRIC

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

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

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

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

No monetary resources are needed to accomplish this goal. At present, we currently have sufficient faculty necessary to offer two methods courses (Ethnographic Methods and Human Osteology) and we have sufficient faculty to monitor/offer internship courses and eventually implement the proposed assessment changes. Our hope was to also offer at least one additional archaeological methods course (Geographic Information Systems), however, Margaret Brown Vega may not return as a faculty. We are confident, however, that at least one methods course on an annual basis will be sufficient to implement the proposed methods course requirement for our majors.

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 #1, 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.
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?

Securing support from the upper administration of lower enrolling (yet high impact learning) required methods courses. This has yet to be forthcoming. Once again, as mentioned for a previous goal, there are contradictory messages being sent by both the Plan 2020 goals and central administration: the desire is to have high enrolling courses, but this runs counter to teaching effective high impact courses (and, especially those with employable and highly transferable skills, like GIS; ethnographic data collection, analysis, and management; empirical report writing, etc.). Further, some of these courses that we offer are limited by laboratory resources: the number of skeletal materials and lab-space limits the class size in ANTH B426 Human Osteology; the number of available adequate computers and lab-space limits the class size in our GIS course and Ethnographic Methods courses.
Further, the possibility that Professor Margaret Brown Vega won't return will make offering a greater variety of highly transferable and employable methods courses will be diminished, but not impossible.

We will still offer at least one methods course per year.

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

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: 2020

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 5

1. Enter a unit goal:

100% of graduating anthropology majors will have engaged in a high impact educational experience in their anthropology curriculum by 2020.

2. Status of goal:

☐ Completed    ☐ Eliminated    ☐ Modified    ☒ In Process    ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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<tr>
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<th>Area III Goals</th>
<th>Area IV Goals</th>
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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?
The goal represents a natural extension of our program’s ongoing curricular changes as indicated through our assessment: our exit survey of graduating majors – implemented in 2012 – has consistently indicated that our majors would like more formal internship and service-learning experiences.

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

We currently offer high impact learning activities in all of our upper level classes. Modifications have been made to ensure that all upper level anthropology courses include a major research paper, oral presentation, service learning component, or methods, etc.

This past year, we established commitments from local partners (Science Central, Planned Parenthood, Allen County Department of Health, Matthew 25) where our majors have already successfully, but informally (through ANTH A495 Readings in Anthropology) participated in internships. Additionally, we have a student who in 2015 and continuing in 2016 effectively interned with the Pentagon Rapid Response Technology Office (RRTO) through participation in ANTH 495; her research on the phonetics of persuasive ISIS messaging has been presented to the J39 (Operations Information Operations) of the Joint Chiefs of Staff.

Additionally, although not existing metrics for this goal, we are pleased that our six-year graduation rate exceeds 30% for our majors. Our plans are to continue with similar six-year graduation and persistence rates.

Further, to update a persistence efficiency measure based upon IR departmental profile data that we reported last year:

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<th>2015</th>
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<th>2012</th>
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<td>9</td>
<td>9</td>
<td>14</td>
<td>12</td>
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<td>13</td>
<td>17</td>
<td>11</td>
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<tr>
<td>Efficiency</td>
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<td>166.67%</td>
<td>144.44%</td>
<td>121.43%</td>
<td>91.67%</td>
<td>128%</td>
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Yet another metric that we did not include as part of our goal but that contributes to the University's Plan 2020 I.M.I goal that we are reporting here was gathered from our alumni survey that was conducted in 2014. Specifically, our former majors rated all items on our program’s questionnaire favorably (>4.0 on all items on a 1-5 pt. scale), thereby indicating that they are highly satisfied with their familiarity they received from our program’s courses on different international cultures (assessment Learning Objective 1 = 4.38).

Further, overall our alumni are satisfied with the educational experience they received from their IPFW Anthropology degree (4.11).
Additionally, in addition to the 43.1% (25/58 respondents) of our alumni who report having continued on to pursue a graduate degree, and an additional 30% (17/58) of respondents claimed that they currently work in a job that allows them to apply knowledge gained from their anthropology degree, with an additional 19% (11/58) plan on applying to graduate school in the near future.

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

Establish formal internship course offerings.

Modify curriculum by the end of 2016 to require that all future anthropology majors formally have taken a methods-course as part of their graduation requirements.

Report – through assessment – the number of majors who have satisfactorily completed high-impact learning activities for each upper level anthropology course once the methods course requirement has been approved.

Maintain – a graduation rate that is >30% for our majors (this represents a newly added metric).

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

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

Given that we cannot begin assessing major requirements until sufficient courses are offered and the requirements are established, we will initially measure this goal through our success in having our courses and degree requirement changes passed through the COAS Curriculum Committee by the end of the 2016-2017 academic year.

Subsequently, we will begin monitoring (through assessment) the number of majors who successfully complete high-impact educational experiences as part of their degree requirements. Our expectation is that 100% will have engaged in at least one such experience by 2020.
| RUBRIC |
|-----------------|-----------------|-----------------|
| Are clearly stated performance measures provided for each goal? (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

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

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

Partial

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

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

The primary resources required would be appropriate scheduling and offering of upper-level course offerings with high-impact learning activities so as to ensure that all majors could complete the proposed degree requirement.

We are already offering some high-impact learning courses, however, some of those courses are limited by having an adequate number of computers with appropriate GIS and ethnographic methods software pre-installed. At present, we have a lab with nine such computers (which will soon be obsolete). However, we also require appropriate funding levels for site-license renewals and to cover the internet drops.

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

We already offer a service-learning course (ANTH E445 Medical Anthropology) where students actively organize and participate in the Healthy Cities program.

We also consistently offer ANTH B426 Human Osteology to 16 students per year.
Ethnographic Methods courses can and have been offered in the past. However, in order to be of greatest benefit to our students, the should receive state-of-the-art experience in appropriate, current software and computer skills and analyses.

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

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

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

   As previously described, we would use the resources requested above to purchase appropriate computers and necessary annual site-licensed software (specifically, GIS and MaxQDA).
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?

Given the nature of some of our high-impact learning methods courses, the class sizes are necessarily limited (primarily, the limitations are laboratory size and computer/skeletal materials needed to teach the courses). In order to successfully offer such courses, we would need tolerance for lower enrolling courses by the central administration until sufficient students begin enrolling subsequent to the degree requirement change approval.

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: 2020
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #1

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

   Benefited  Select Yes/No

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

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

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

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

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

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

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

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

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

Click here to choose.

Dates: Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  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.
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If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

Click here to choose.

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

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

10. What action(s) does your unit plan to take to support this unit goal?
   
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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  Select Yes/No

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

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

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

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

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

Click here to enter text.

RUBRIC

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

| TASK FORCE COMMENTS AND/OR QUESTIONS: |

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

Click here to enter text.

RUBRIC

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

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

Click here to choose.

Dates:  Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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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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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  
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      $$: 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  
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      $$: 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.
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17. If you were to receive the additional resources outlined in question #16, how will they be used?
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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?
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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 - #5

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

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

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

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

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

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

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

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

Click here to choose.

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

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

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

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| The goal is somewhat aligned with the University's goals. |
| The goal is clearly aligned with the University’s goals. |

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

Click here to enter text.

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

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

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

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

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

Click here to enter text.

RUBRIC

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

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RUBRIC

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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>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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TASK FORCE COMMENTS AND/OR QUESTIONS:

____________________________________