Part I

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

The IPFW Department of Chemistry engages its students with the body of knowledge that is the modern Chemical Sciences, encouraging them to become both critical thinkers and participatory members of the local, national, and global society. This engagement fundamentally rests on the scholarly vitality of the department’s faculty as teachers, as mentors and advisers, as researchers, as participants in our local community, and as members of a world-wide scientific community. In addition to guiding and challenging a range of students – chemistry majors, students satisfying General Education requirements, and students for whom Chemistry is an important supporting discipline – to optimize their critical thinking skills, the course of study in the Department of Chemistry also forms the foundation for a career as a chemical professional and for advanced study in both graduate and professional schools.

Therefore, to support the mission of the university, the department engages in activities that can broadly be classified as teaching, research/scholarship and service. (See question 2 for a listing of some service and research activities.)

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

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

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

**Foster Student Success**

- ACS Standardized DUCK (Diagnostic of Chemical Knowledge) Examination: students scored above national average
- Development and offering of CHM 194 (Freshman Orientation course)
- Faculty participated in the Lunch with a Scientist at Science Central
- Co-op student
• Performance by students on ACS standardized exams (General Chemistry and Organic Chemistry) administered as final exams consistently yielded students’ performances which, on average, exceeded national means
• Based on most recent department alumni survey, 90% of the respondents believed that they received a quality degree from IPFW; 79% believed that their study of chemistry at IPFW adequately equipped them for their present position; and of those who performed undergraduate research, 97% agreed that undergraduate research was beneficial to their careers.
• Departmental participation in Upward Bound summer program
• Multiple chemistry graduates accepted into medical, pharmacy, graduate schools

➤ Promote Creation, Integration, and Application of Knowledge
• Students participating in undergraduate research with CHM faculty
• Student co-authors with chemistry faculty on publications
• Multiple presentations by students at undergraduate research conferences
• Faculty and staff active as judges, administrators, coordinators of NE IN Regional Science Fair, First Lego League competition, local ACS Section events, Science Central, judge at IPFW Research & Creative Endeavor Symposium, Chapman Scholars Program
• Publications (peer-reviewed) by faculty
• Faculty conference/local presentations
• Grants and awards by faculty (including an NSF grant for $280K for three years)

➤ Stronger University
• Accreditation by American Chemical Society of B.S.C degrees
• Over $48000 awarded in department scholarships to chemistry majors for 2015-2016 academic year alone
• Department re-certification with regard to safety issues

RUBRIC
To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals)  

| The unit did not provide evidence that accomplishments align with the mission of the University. | The unit provided evidence that accomplishments somewhat align with the mission of the University. | The unit provided evidence that accomplishments align closely with the mission of the University. |

TASK FORCE COMMENTS AND/OR QUESTIONS:
3. What program-specific accreditations or federal & state laws impact what you do?

Certification of B.S.C. degrees (both B.S.C. and B.S.C. biochemistry option) by the American Chemical Society

**Benefits:** According to the ACS Committee on Professional Training, the ACS ‘promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs’ and an ACS-certified degree ‘signifies that a student has completed an integrated, rigorous program’ and ‘gives a student an identity as a chemist and helps in the transition from undergraduate studies to professional studies or employment.’

**Constraints:** (a) The number of contact hours for faculty must not exceed 15 contact hours per week (on average in any given academic year). Here, a three hour lab/week counts as 2 contact hours. (b) The number of students in an instructional lab should not exceed 25. (Note: departmental 100-level labs routinely surpass 25.)

**State mandated and university-wide General Education requirements**

Several of our degrees have close to or exceed 120 hours. The General Education requirements can sometimes be a challenge to fit into a student’s schedule.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TASK FORCE COMMENTS AND/OR QUESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?</strong></td>
</tr>
</tbody>
</table>

| 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.)

The significant decrease in the number of A.S. Chemical Methods degrees reflects the fact that analytical chemistry is no longer a requirement of B.S. Biology majors. Previously, Biology majors were required to take analytical chemistry and therefore automatically satisfied all the A.S. Chemical methods degree requirements as part of their B.S. Biology requirements.

It is very important to note that the performance metrics do not address in any way scholarship and service activities. Some significant accomplishments in these two areas are alluded in question number 2 above.

It is very important to note that (i) the chemistry department does not rely heavily on LTLs so our S & W might be relatively larger than other departments which rely on LTLs at the expense of full time T/T/T/CL faculty and (ii) chemistry, being an experimental science, is inherently more S & E intensive.

Additional revenue that is not accounted for in the metrics includes (i) contributions to the department’s Discretionary, Gift and/or Scholarship accounts from donors (of about $1,000 per year) and (ii) ‘overhead’ monies from successful grants (of about $5,000 per year for three years for the NSF grant of $280K mentioned above.)

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

☒ Faculty ☐ Peer ☐ Professional ☐ N/A

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

No

Comments: However, since a hold is placed on our majors in the spring for their fall registration, students must meet with their faculty advisor at least once in the spring.

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

No
8. Do you collect employment data for your graduates?

No; However, we do an alumni survey on average every three years and we ask about employment on this survey.

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

Only 4 chemistry graduates completed data for the Destination Survey. Of those 4, 50% are continuing their education, 25% are working part-time and 25% are seeking employment.

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

NA

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](http://www.ipfw.edu/microsites/usap/destination-survey/index.html).

The Survey needs to be conducted again, not simply on the day of Commencement. For example, by then, the one individual seeking employment might have successfully found a job.

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](http://www.ipfw.edu/microsites/usap/employment-outlook/index.html).

In the Employment Demand Report, one can find data regarding the following two programs relevant to Chemistry and Biochemistry:

- **Program 26.02 Biochemistry/Biophysics/Molecular Biology**

  ‘Approximately 9% (nearly 2,000 jobs) of regional job openings in the next 10 years will be linked to health care and life sciences.’

- **Program 40.05 Chemistry**
Associate’s degree program has decreased in enrollment, while Bachelor’s degree has increased.

(See the answer to question number 4 to understand this trend.)

Weak projected growth among physical science occupations within the region over the coming decade. Northeast Indiana is projected to have only a 2% share of statewide growth in these occupations.

The above data from the report provide further evidence for the need to develop a B.S. Biochemistry degree at IPFW (Goal #1; see Part 2 of this USAP report.) Medical devices are considered a target industry (see the Industry Trends report) and a biochemistry degree can certainly help in this employment field. (Note that Chemistry is a Medical Device program competency.) This will be a focal point in the ICHE proposal we are developing for this new degree program.

Additionally, among regional universities, IPFW is considered a Leading Program for Chemistry, General (Code 40.0501 in the Regional Completions report.) Furthermore, there is a projection of a 22% increase in regional chemistry jobs from 65 in 2015 to 79 in 2025, and a 40% increase from 10 (2015) to 14 (2025) in regional biochemistry/biophysical jobs. The data also indicates a regional growth of 13% (a total of 1,027 additional jobs in 2025 versus 2015) in Professional, Scientific and Technical Services.

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

The USAP Committee wrote that we did not define our assessment plan. We believe that indicating that we are working on its revision was sufficient without spelling out details.

The USAP Committee wrote that we did not show a need for a new (biochemistry) degree. We believe that we did not need to do this as this of course will be a central part of an ICHE proposal.

The USAP Committee wrote that the challenge of ‘working and well-maintaining instrumentation’ was not clear regarding our goal for research. We thought it would be clear that research equipment and instrumentation is needed to perform the research. In the physical and life sciences, specific research-grade equipment/instrumentation is required to undertake research activities. In addition, the aging nature of our equipment significantly reduces its reliability and usefulness in research efforts.

We are also concerned about the USAP process in that (i) more guidance is needed in completing forms (especially the Year 1 report) and (ii) more faculty & staff time is being required to justify items that will be in effect be justified more fully in a different venue (e.g. the ICHE proposal for the new biochemistry proposal.)
14. Please list the names of the authors of this USAP report.

Primary author: Ronald S. Friedman  Professor and Chair of Chemistry

Assistance from Chemistry Faculty & Staff
Part II

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

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

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

1. Enter a unit goal:
   
   Development of a revised departmental assessment plan

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?

   The new assessment plan improved the quality and fidelity of assessment of our baccalaureate degree program by (i) explicitly including goals, outcomes, and a curriculum map; (ii) incorporating the new freshman orientation course (CHM 19400); (iii) developing rubrics for the oral and written presentations required of our majors in the required CHM 497 course; (iv) incorporating the administration of the nationally-normed American Chemical Society Diagnostic of Undergraduate Chemical Knowledge (DUCK) exam; and (v) specifying and clarifying the process utilized for analysis of assessment results. The plan was utilized in the Assessment Report submitted to COAS near the end of 2015; we await the COAS report.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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</thead>
<tbody>
<tr>
<td>Choose an item.</td>
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<tr>
<th>2nd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<td>Choose an item.</td>
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<tr>
<th>3rd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
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<th>Area IV Goals</th>
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<tbody>
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<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>
7. Is the unit goal a high, medium or low priority?
   Click here to choose.

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

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

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

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    Click here to enter text.
RUBRIC

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

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

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

   Click here to choose.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

RUBRIC

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

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

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

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

19. What is your timeline for accomplishing this goal?

[Click here to choose.]

Dates:  [Click here to enter text.]

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### RUBRIC

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

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

1. Enter a unit goal:

   Development, approval and offering of a B.S. in biochemistry degree program

2. Status of goal:

   □ Completed  □ Eliminated  □ Modified  ☒ In Process  □ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

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

| 3rd Plan 2020 Goal | Choose an item. | Choose an item. | Choose an item. | IV.B.4 |

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

High

8. Why is this goal important to your unit, the university or both?
This program should lead to an increase in the number of IPFW graduates who enter the healthcare or life science sector of the economy and who are at the forefront of the field of Biochemistry. In addition, the degree will increase the visibility of the chemistry department and the university as having offerings that underpin one of the most vibrant sectors of the regional economy.

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

We are nearing a completed draft of the ICHE proposal. This includes requests of letters of support and development of a proposed curriculum with learning outcomes and assessment methods. In addition, we have submitted the paperwork to obtain the needed signatures for approval of four courses not currently offered at IPFW which are to be part of the degree curriculum.

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

The ICHE proposal draft must be completed by the department. Then it can be submitted for the needed approval at the various levels. Once approved, the department will promote this degree program as much as possible, for example by making advisors on campus as well as high school guidance counselors aware of its offering.

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

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

One metric will clearly be the approval of the degree program. Once approved, we will closely monitor the number of IPFW students who choose this degree program as their major. The ICHE proposal will include the following projected headcounts (with year 1 the first year the approved degree program is on the books):
Note that we project some graduates in Year 2 who are declared BS Chemistry majors who then proceed to take the additional courses required for the proposed BS Biochemistry degree.

<table>
<thead>
<tr>
<th>Enrollment Projections (Headcount)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>17</td>
<td>20</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Enrollment Projections (FTE)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>10</td>
<td>13</td>
<td>16</td>
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<table>
<thead>
<tr>
<th>Degrees Conferred Projections</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
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</table>

We will also seek certification by the American Society of Biochemistry and Molecular Biology.

### 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?

No

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

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?

With the current faculty and LTL staffing and budget, we are able to offer the chemistry courses that are presently common to both the proposed BS Biochemistry degree and our current BS Chemistry degree options. Note that the proposed degree introduces 12 contact hours of new lecture and lab courses to be taught annually by full-time faculty. Therefore, full-time faculty will not be able to teach as part of their load the equivalent of six 100-level labs per year (2 faculty contact hours per lab).

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

CUL - # of positions needed 1
Benefited No

S & W — Recurring Yes $\$: 8500
Non Recurring 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  No  $$: Click here to enter amount.
Non Recurring  Yes  $$: 3500

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?

The $8500 would be able to provide funding for LTLs for six 100-level labs. The $3500 would be used to purchase four Agarose Gel Electrophoresis units ($660 each) and one Blue Digital Bioimaging System unit ($800). The latter items are needed for the new biochemistry laboratory course. We request these amounts from the administration.

| 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?

Approval of degree program by channels external to the department is a challenge. This includes, for example, getting the necessary signatures from the PU-system on the Form 40 papers. (If need be, we will continue to request signatures.) Another challenge will be finding qualified limited term lecturer but we are guardedly optimistic that we will be successful; if we are not able to find suitably qualified LTLs, we would seek a
Continuing Lecturer line or request overload monies from the administration for faculty to teach labs (while remaining cognizant of the maximum number of contact lab hours allowed for ACS-accredited departments.)

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

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: We give estimated enrollments and graduation numbers above. We hope to begin offering this degree in fall 2018, taking into account the length of time needed for the approval process.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:

   Increase quantity and visibility of faculty and student research activities

2. Status of goal:

   ☐ Completed    ☐ Eliminated    ☐ Modified    ☒ In Process    ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<tbody>
<tr>
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<td>Choose an item.</td>
<td>II.B - Mentoring relationships</td>
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<td>2nd Plan 2020 Goal</td>
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<td>Choose an item.</td>
<td>III.A - Collaborations and research</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
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</tbody>
</table>

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

High

8. Why is this goal important to your unit, the university or both?
Involving undergraduate students in faculty research is important to the chemistry department, as well as to IPFW as a whole, because it (i) provides students the opportunity to use and enhance their critical-thinking skills; (ii) allows students to be engaged with chemistry beyond the traditional classroom experience; (iii) increases faculty-student interactions which have been shown in national studies to enhance student retention; and (iv) provides both faculty and students opportunities to engage in research leading to oral and written presentations. Undergraduate research is considered a High Impact Practice.

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

   In the fall 2015 semester, we taught for the first time CHM 194, Freshman Student Orientation and 8 faculty described their research projects in 15 minute presentations each.

   For the CHM 496-497 seminar course, we now have constructed a syllabus that formally allows for the possibility of students using their CHM 499 undergraduate research projects as their topic for oral and written CHM 497 presentations.

   We have provided monies for both faculty and students to present research at conferences. For faculty, the department provided support to two individuals with an average cost of $300/conference. For undergraduate research students, we provided support to two students with an average cost of $250/conference.

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

   The unit still needs to modify the departmental scholarship application to make monies available to undergraduate chemistry students enrolled in research via the credit-earning CHM 499 course.

   The unit still needs to compose a survey/questionnaire to be administered to and completed by undergraduate research students so that they can evaluate their research experience in the hopes of improving the faculty-student experience.

   The unit needs to discuss the possibility and practicality of providing monies for invited seminar speakers to initiate research collaborations with faculty members.
**RUBRIC**

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

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

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

- Faculty and student scholarly products (including manuscripts and conference presentations)
- Numbers of students participating in CHM 499 or other research projects
- Internal and external faculty research collaborations
- Regional, national and global research collaborations of faculty

**RUBRIC**

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

| (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included). | |

**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?

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?

The undergraduate research experience survey can be composed and administered.

The unit can modify the departmental scholarship application to include research components.

The unit can discuss the issue of monies for invited seminar speakers.

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.

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<tr>
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<tbody>
<tr>
<td>Non Recurring</td>
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<td>$$: Click here to enter amount.</td>
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</tbody>
</table>

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

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

The $4,000 requested would be used to pay for two or three visits during the year by potential research collaborators who would also be invited seminar speakers. Those monies would be used for:

- Transportation expenses to come to IPFW
- Per diem expenses (meals) for two days
- One night hotel accommodation
- Honorarium for invited seminar

RUBRIC

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

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

None
### 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?

Less than 1 year

Dates: During the 2016 calendar year, we intend to complete the three action items in number 10 above.

### 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 4

1. Enter a unit goal:
   
   Increase diversity within chemistry department

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>2nd Plan 2020 Goal</th>
<th>3rd Plan 2020 Goal</th>
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<tr>
<td>I.D.3</td>
<td>I.D.4</td>
<td>I.O.4b</td>
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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?
It is important for the university to have diversity with regard to faculty and students at all institutional levels. There is also a documented national need to have more individuals from historically under-represented groups in STEM fields. We currently have zero full-time female T/TT faculty.

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

We offer departmental scholarships to all chemistry majors, including those of historically under-represented groups. In past years, the Leepoxy Award has tended to be given to a minority student if possible. (That being said, it is likely that we will not get the monies for that Leepoxy scholarship from the outside donor.) Furthermore in 2015, we offered scholarships and monetary awards to 2 women.

In the summer of 2015, we supported the Upward Bound program by making a chemistry laboratory space available for use.

We continue to invite seminar speakers of diverse groups; for example, in 2015, we had two women, one of whom was African American, give seminar presentations.

The department chairperson has sent out a survey to 65 women faculty in STEM fields to gauge their interest in a Women in STEM (WIS) Club at IPFW. Of the 35 individuals who responded to the survey, 27 expressed interest in a Women in STEM Club at IPFW. The survey included a draft of goals and possible activities for such an organization. The goals are included here and the possible activities in question 17.

- To provide mentoring relationships among female faculty members, graduate students and undergraduate students in STEM fields.
- To provide an opportunity for female faculty to serve as role models, recommending strategies to contribute to the success of female STEM students.
- To foster a sense of community for women studying STEM at IPFW.
- To encourage more women to pursue graduate studies, and potentially, faculty positions in STEM fields.

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

The departmental chairperson needs to call a meeting of all those interested in the Women in STEM Club.
**RUBRIC**

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<tr>
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<th>The goal is clearly aligned with the University's goals.</th>
</tr>
</thead>
</table>

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

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

   Meeting OIE diversity goals for faculty hires
   Numbers of chemistry majors, departmental scholarship recipients and seminar speakers from historically under-represented groups
   Participation in Upward Bound
   Development and participation in Women in Science Club

**RUBRIC**

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

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

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

   No

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

   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?

We can continue to support and participate, as needed, in Upward Bound.

The departmental chairperson can call a meeting of all those interested in the Women in STEM Club.

We can continue to offer departmental scholarships to all chemistry majors, including those of historically under-represented groups.

We can continue to invite seminar speakers of diverse groups.

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

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>1</th>
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<tbody>
<tr>
<td>Benefited</td>
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<tr>
<td>Non Recurring</td>
<td>No</td>
<td>$$: Click here to enter amount.</td>
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</table>

Other: Describe: If a Women in STEM group was established, we would likely look to organizations such as Student Life for funding/support for programming.
Other — Recurring Yes $$:
Non Recurring Select Yes/No $$: Click here to enter amount.

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

The S & W recurring amount could be used to fill a faculty line (upon the next chemistry faculty member retiring) with the hope of meeting OIE diversity goals. Such funding for a faculty line must come from the upper administration at IPFW.

The funding from organizations such as Student Life to help support the Women in STEM Club could be used for activities such as those listed below:

Mentors meet with mentees a to-be-specified minimum of times a semester and provide advice in areas such as their experience as a STEM student (undergraduate/graduate) and challenges of being a woman in a STEM field.

Start-of-the year kick-off WIS program and end-of-the year WIS celebration

Programs might include speakers to describe their experiences in their STEM field, including work-life balance

Coordinate with events such as Girl Scout STEM Conference held at IPFW

Activities that might interest mentoring pairs:

- Meet for coffee/snack/lunch/dinner on campus or at a restaurant
- Meet at your workplace or attend related departmental lectures, seminars or symposia
- Bring your mentee to classes or workshops that you attend or teach
- Attend theater, dance or concert outings
- Volunteer with your mentee (e.g. Habitat for Humanity, Community Harvest Food Bank)
- Attend IPFW athletic events
- Go to a movie theater or a local museum
- Collaborate on a student’s resume
- Hike or bike around campus
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Continuation of Upward Bound summer program at IPFW

Willingness of other departmental faculty and organizations such as Student Life to create and participate in the Women in Science Club

### RUBRIC

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</tr>
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</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

**3-5 years**

Dates: With regard to diversity in faculty lines, the soonest retirement by one of the existing chemistry faculty members is not likely to be until spring 2018. With regard to creation of the Women in STEM Club, we hope to have this in place by January 2017.
<table>
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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:**
New Goals for 2015-2016 - #1

1. Enter a unit goal:
   
   Increase recruitment and retention activities within the department resulting in increased retention and recruitment rates for chemistry majors

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

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

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

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

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

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

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

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

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

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<td>II.B - Mentoring relationships</td>
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7. Is the unit goal a high, medium or low priority?

High

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

The recruitment of quality students and the retention of our majors is important to the well-being of the department and the university as a whole. We are committed to the success of our students.
9. If continuing your goal, what progress have you made or which action steps have been completed?

New goal

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

The department has obtained from COAS a 2015-2016 Recruitment & Retention Matching-Grants Initiative and on April 15, 2016, between 20 and 30 Leo High School students (led by Ben Shappell, the Leo HS CHM 115 dual credit instructor) will be visiting IPFW. A schedule for the day (9:00 AM – 1:15 PM) has been developed.

Anne Argast (GEOS chair) has presented a proposal for significant renovation of SB 270 that would provide space for 12-15 undergraduate research students, 4-5 each from CHM, BIO and GEOS. The department provided the following support letter to Anne:

‘The Chemistry Department is very supportive of the proposal by Anne Argast, GEOS chairperson, for the use of SB270 by undergraduate research students. There a number of undergraduate students actively participating in research efforts under the direction of a chemistry faculty member. The proposal would provide them ample space to think critically about their research efforts and prepare for its dissemination in the form of an oral and/or paper/poster presentation. Furthermore, bringing together students undertaking research in BIO, GEOS and CHM will have the added benefit of providing students from different scientific disciplines the opportunity for direct communication.’

We will develop within the department a requirement for our majors, akin to the School of Business ‘Passport to Success’ whereby our majors will be required to accumulate so many points by the end of each year to be on the path to graduation. Such points might include completion of the Freshman Orientation course (CHM 194); use of CASA, the Writing Center, or Career Services; involvement in the Chemistry Club; and participating in undergraduate research.

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<tr>
<td>Do the unit goals align with the University's goals?</td>
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<tr>
<td>Goal does not align with the University's goals.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

We will count how many Leo HS students visit on April 15th. We will use a short pre-and post-survey to gauge their interest in IPFW, in general, and Chemistry, in particular. A longer-term metric, which would need to be supplied by IPFW Admissions, is to monitor how many of the students matriculate here and, of those, how many are chemistry majors.

If the funding for renovation of SB 270 is provided, we will use as metrics:

- How many CHM students each semester utilized the space
- How many manuscripts and/or presentations were given by those students on an annual basis

Once the ‘Passport to Success’ program is developed and initiated, we will monitor retention rates to see its effect. We set as a benchmark retention rates to increasing by 25%.

| 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?

For the April 15th activity, with the COAS matching grant, we have the monetary resources needed. The department can develop and implement the ‘Passport to Success’ program without additional monetary or staffing resources.
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 have prepared a budget for the COAS Matching Grant and will be spending the funds on (i) bus driver; (ii) student goggles, (iii) chemicals, (iv) lunch, and (v) items for Leo HS students to keep. For the ‘Passport to Success’ program, the departmental secretary will be able to assist in accomplishing the goal.

14. If you are reallocation 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?

Without the funding to renovate SB 270, undergraduate research students from CHM would not be able to utilize that space. As this proposal emanates from GEOS, none of the remaining USAP questions here will address this aspect of Goal #5. The proposal for full funding is $60,000.

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

None

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<td>Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</td>
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| TASK FORCE COMMENTS AND/OR QUESTIONS: |
19. What is your timeline for accomplishing this goal?

1-2 years

Dates: The date for the Leo HS visit is April 15\textsuperscript{th}. The implementation of a ‘Passport to Success’ program could occur by Fall 2017.

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

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

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

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

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

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

Click here to enter text.

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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**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.

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Click here to enter text.

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<td><strong>Are clearly stated performance measures provided for each goal?</strong> (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included.)</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

Benefited Select Yes/No

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

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

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

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

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

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

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|-----------------|
| **Are clearly stated performance measures provided for each goal?** | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

(Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).

**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?

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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  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  

Other: Describe:  

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

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

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