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

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

The Department of Communication’s mission is “to prepare undergraduate and graduate students to be critically engaged citizens. Our program of study develops students’ theoretical, technological, and rhetorical skills needed to achieve their professional and personal goals. Moreover, the interdisciplinary nature of our department reflects the complexity of a world facing challenges best addressed by skilled communicators.” This advances the university’s mission in that we provide local access to globally recognized Purdue degrees in communication. Enhancing students’ communication skills contributes to the intellectual, social, economic, and cultural advancement of students and the region by preparing students for professional jobs that require excellent written and oral communication skills, critical thinking abilities, cultural sensitivity, and the ability to work with many different kinds of people.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
</tr>
<tr>
<td>The unit did not provide evidence of their support of the mission statement.</td>
</tr>
<tr>
<td>The unit provided some indicator of how it supports the mission statement.</td>
</tr>
<tr>
<td>The unit specifically explained how it supports the mission statement and provided examples.</td>
</tr>
</tbody>
</table>

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

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

The department goals focus on collaborative, department-level projects and initiatives, leaving out the individual-level work and recognition that are also part of IPFW’s mission, as expressed in the Strategic Plan’s goal to “promote the creation, integration, and application of knowledge.” We include these accomplishments here to acknowledge faculty members’ role in creating, integrating, and applying knowledge through pedagogical research, scholarly research, and creative endeavor.

Faculty in the department published 8 journal articles and book chapters (Dixson, Herbig, Kearl, LeBlanc, Luo).
Faculty in the department published 2 book reviews (Carr, Kearl).

Faculty in the department presented 27 papers at academic, teaching, or advising conferences outside of IPFW (Carr, Dixson, Herbig, Kearl, LeBlanc, Luo, Mallin, Martinez-Carrillo, Nasr, Smith, Stoller, Tamul).

Faculty in the department received 4 awards for top papers or top panels at a conference (Dixson, LeBlanc, Smith, Stoller).

Faculty in the department received 1 research award (Herbig, Fred E. H. Schroeder Award from the Midwest Popular Culture Association for “All Too Human” article)

One faculty member in the department was honored as a Featured Faculty Member for teaching excellence (Dircksen).

| 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?

N/A
I will discuss the data in the departmental metrics sheet as illustrating quantitatively the fact that the Department of Communication is understaffed and would need three additional tenure-track lines in order to be in line with tenured/tenure-track (T/TT) staffing levels in other comparable departments in the College of Arts and Sciences (COAS). This contextualization and reading of the departmental metrics data is the most important part of this department’s USAP document, because seeing how understaffed COM is makes the department’s accomplishments and achievements the more notable and suggests the promise for growth that COM could achieve if it were adequately staffed.

Table 1 uses data from the departmental metrics sheet to calculate the ratio of non-TT instructional FTE to T/TT instructional FTE for the 16 departments in COAS. The “Ratio” column, calculated by dividing the non-TT FTE column by the T/TT instructional FTE column, shows that COM’s ratio, at 3.95, is higher than that of every other department except for Women’s Studies (WOST). We could expect the ratio to be higher than that of many departments because of the large number of sections of COM 11400, a general education course that is staffed entirely by LTLs and graduate teaching assistants (GTAs). However, we can still see COM’s ratio as high if we compare it with a similar department, English & Linguistics (ENG), which, like COM, has small class sizes for both general education classes and classes for majors and which, like COM, has a high-enrolling general education course, ENG W131, staffed largely by LTLs and GTAs. Yet the ratio for ENG is 2.79. If COM were to be granted three new tenure-track positions (which would add a total of 2.25 instructional FTE, because each new tenure-track faculty member would have a 0.25 research appointment), the ratio would drop to 2.81, still higher than that of ENG.
Table 1. Ratios of Non-TT FTE to T/TT Instructional FTE for Departments in COAS

<table>
<thead>
<tr>
<th>COAS Department</th>
<th>T/TT instructional FTE</th>
<th>Non-TT FTE</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>3</td>
<td>1.25</td>
<td>0.42</td>
</tr>
<tr>
<td>BIO</td>
<td>7.4</td>
<td>10.6</td>
<td>1.43</td>
</tr>
<tr>
<td>CHEM</td>
<td>7.67</td>
<td>1.67</td>
<td>0.22</td>
</tr>
<tr>
<td>COM</td>
<td>5.5</td>
<td>21.75</td>
<td>3.95</td>
</tr>
<tr>
<td>CSD</td>
<td>1.25</td>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>ENG</td>
<td>11.75</td>
<td>32.75</td>
<td>2.79</td>
</tr>
<tr>
<td>GEOS</td>
<td>3.5</td>
<td>2</td>
<td>0.57</td>
</tr>
<tr>
<td>HIST</td>
<td>4</td>
<td>5.75</td>
<td>1.44</td>
</tr>
<tr>
<td>ILCS</td>
<td>4.99</td>
<td>11.11</td>
<td>2.23</td>
</tr>
<tr>
<td>MATH</td>
<td>14.76</td>
<td>20.07</td>
<td>1.36</td>
</tr>
<tr>
<td>PHIL</td>
<td>2.75</td>
<td>6.75</td>
<td>2.45</td>
</tr>
<tr>
<td>PHYS</td>
<td>2.84</td>
<td>4.39</td>
<td>1.55</td>
</tr>
<tr>
<td>POLS</td>
<td>2.75</td>
<td>1.5</td>
<td>0.55</td>
</tr>
<tr>
<td>PSY</td>
<td>9.25</td>
<td>3.33</td>
<td>0.36</td>
</tr>
<tr>
<td>SOC</td>
<td>3.25</td>
<td>5.5</td>
<td>1.70</td>
</tr>
<tr>
<td>WOST</td>
<td>0.25</td>
<td>2.75</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 2 clarifies that COM’s high ratio of non-TT FTE to T/TT instructional FTE seen in Table 1 does not derive solely from the large number of sections of COM 11400 that are taught by LTLs and GTAs but that in fact, many classes that would ideally be taught by a full-time faculty member (either continuing lecturer [CL] or T/TT faculty member) are now regularly being taught by LTLs. Table 2 was created in response to a request by Vice Chancellor Drummond to address how staffing for particular courses might be optimized.

The Department of Communication has truly excellent, dedicated teachers in both its LTLs and CLs, and this teaching optimization table should not be interpreted as suggesting that our LTLs and CLs are not doing a good job in the classes they teach. However, for the larger goals of stability and consistency of the program, it would be preferable for courses for the major to be taught by full-time faculty members, either CLs or T/TT, and it would be ideal for upper-level courses for majors to be taught by faculty with the doctoral credential.

Table 2. Teaching Optimization Spreadsheet for COM

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Currently Taught By</th>
<th>Ideally Taught By</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 12000</td>
<td>Introduction to Communication Technology and Fields</td>
<td>LTL</td>
<td>CL</td>
</tr>
<tr>
<td>COM 21200</td>
<td>Approaches to the Study of Interpersonal Communication</td>
<td>LTL</td>
<td>CL</td>
</tr>
<tr>
<td>COM 24800</td>
<td>Introduction to Media</td>
<td>LTL</td>
<td>CL</td>
</tr>
</tbody>
</table>
The lack of adequate numbers of T/TT faculty in the department has led to significant negative consequences for the department:

- Too many upper-level classes are taught by limited-term lecturers (LTLs). Having a large number of courses for majors, including courses at the 300 level and above, taught by LTLs makes it harder for students to develop close mentoring relationships with full-time faculty members.

- With so many courses taught by LTLs, full-time faculty members usually teach only upper-level and graduate classes, meaning that they don’t have the opportunity to recruit majors from 200-level general education courses. This has an additional negative impact that most faculty members, in contrast to the usual practice in other departments in the college, generally teach three distinct course preparations every semester.

In terms of recruiting, retaining, and mentoring students, having an adequate number of full-time and full-time T/TT faculty is essential.

**Table 3. Ratios of Total T/TT FTE to Undergraduate (UG) Majors for Departments in COAS**

<table>
<thead>
<tr>
<th>COAS Department</th>
<th>Total TT FTE</th>
<th>UG Majors</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>5</td>
<td>41</td>
<td>8.2</td>
</tr>
<tr>
<td>BIO</td>
<td>14.88</td>
<td>492</td>
<td>33.06</td>
</tr>
<tr>
<td>CHEM</td>
<td>11</td>
<td>88</td>
<td>8</td>
</tr>
<tr>
<td><strong>COM</strong></td>
<td><strong>9.5</strong></td>
<td><strong>256</strong></td>
<td><strong>26.95</strong></td>
</tr>
</tbody>
</table>
Table 3 provides the ratios of total T/TT FTE to undergraduate majors for the sixteen COAS departments. There are other departments in the natural sciences (Biology) and social sciences (Communication Sciences and Disorders, Psychology) with higher ratios of majors to T/TT faculty members than Communication, but no humanities departments (as defined in the COAS Governance Document: Communication, English & Linguistics, History, International Language and Culture Studies, Philosophy, Women’s Studies) with a higher ratio than Communication. It is appropriate to compare humanities departments with one another because classes in humanities disciplines generally have lower enrollment caps in order to facilitate discussion of ideas and concepts. There is no standard for what constitutes the “correct” T/TT faculty-to-major ratio, but COM is clearly out of alignment with other humanities departments. If the department were to receive three additional tenure-track lines, the ratio would drop to 20.48; if four new tenure-track lines, the ratio would drop to 18.96, which would still be higher than the next-highest faculty-to-majors ratio among the humanities departments in COAS.

One of the recent accomplishments that the department included in the 2014 USAP report was the redesign of the entire curriculum for majors, to create four concentrations within the major. The new concentrations mean that the department’s curricular offerings rival those of larger and higher-ranked institutions, and with 256 majors, the department should be able to offer these differentiated concentrations while still having adequate numbers of students in each concentration to be sustainable. Unfortunately, at present the number of full-time faculty is too low to teach the courses necessary for the concentrations without a very high workload for each faculty member, with three course preps per semester the norm in the department.

The department has excellent faculty members, both CLs and T/TT faculty, who are passionate about teaching and about their areas of specialization. The department has a newly expanded curriculum that offers students great opportunities to combine humanistic inquiry with gaining transferable job skills.
human resources that this department has are excellent, but we need more in order to thrive. I hope that the USAP task force will recommend that the university create three additional tenure-track lines for the department.

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?
   Yes
   Comments: We do not place an enrollment hold on students’ accounts in order to get them to see an advisor. Instead, meeting with the student’s advisor is one of the required activities in COM 120 and COM 308, 1-credit-hour required courses for majors.

7. Does your department have formal advising policies that are to be followed?
   No

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

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.
   78% employed full or part time, according to the Destination Survey

10. If you reported data in question #9, how was this data collected?
    Click here to enter text.
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.

As reports from other humanities disciplines will report, it is much easier to track majors to employment in some academic areas than others, and critical skills are developed in humanities programs that are not always reflected in employment trends.

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.

I searched the Employment Demand Report for “communication” and “journalism,” and the Occupation Projections, Industry Projections Broad, and Industry Projections Detailed did not include these fields. This fits with my comment above about the difficulty of tying majors to jobs in humanities fields.

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

Goal 2: The task force suggested that the department collaborate with the IPFW Communicator, including using their space, instead of developing an integrated newsroom for the Multimedia Newsgathering and Reporting concentration in the major. The purpose the newsroom, which the department was able to create and open in the Fall 2015 semester, is to create a news venue whose purpose is primarily educational, and for which the department takes full responsibility. In addition to providing an ad-free space where students can publish their best work without commercial or time constraints to which a print publication is subject, the newsroom also provides simple and automatic digital portfolio creation and maintenance for students as they graduate and seek jobs. Previous attempts to collaborate with The Communicator to enhance the educational rigor of the enterprise have been unsatisfactory. In sum, the department’s newsroom (ipfwwstudentmedia.com) has different goals and purposes than The Communicator does, and therefore collaboration would not be beneficial.

Goal 3: The task force suggested “collaboration with other professional advisors (Doermer, MAP)” in response to the department’s goal to improve advising in the Department of Communication. The department strongly values faculty advising and prefers to provide faculty members with the professional development necessary to
understand the complex legal and logistical landscape of advising rather than seeking to turn over most advising tasks to primary-role advisors.

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

Rachel Hile
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:

   First: Raise prestige and utility of MA for our grads

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: The department completed the first two action steps, but declining numbers of students in the program mean that the new priority for the graduate program involves recruitment. Therefore, we have created a new goal for the graduate program below and eliminated this one.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

    **RUBRIC**

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

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

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

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

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

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

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

   **CUL - # of positions needed**  
   **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.

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

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

Click here to enter text.
## RUBRIC

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

## TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

## RUBRIC

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

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

1. Enter a unit goal:
   
   Second: Create quality learning environment and foster success for students entering new Communication major

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 department completed four of the five action steps laid out in this goal (continue the annual Communication Symposium [renamed the Communication Showcase], create an integrated newsroom for the Multimedia Newsgathering and Reporting concentration in the major, develop and use listservs to more effectively disseminate information to students in the program, and create a course rotation of expected course offerings and post to the website). The one action item not completed (revise curricular offerings for the Public Relations minor) is eliminated at this time as a goal while we work on fine-tuning the details of our recently revised curriculum. We will return to the issue of the revision of the Public Relations minor in the 2017-2018 academic year.

Accomplishing these four action steps has had a big impact on the unit. The annual Communication Showcase is growing each year, and we expect the third Showcase, on April 7, 2016, to continue to serve as a tool for both recruitment (by generating interest in our programs from the high school dual-credit students brought to campus for the Showcase and from students in Walb Union who see the vibrancy and excitement of the department) and retention (as students in the program find their work highlighted and valued as they present alongside their professors at this day-long conference).

We are proud to have created and opened the newsroom, even without having received any extra funding from the university. As I mentioned in the “response to USAP feedback from the previous report,” we felt it was essential to create a venue for students’ journalistic work that had primarily educational goals. You may view the students’ work at ipfwstudentmedia.com.

Action steps 4 and 5, involving better communication of department news and upcoming course offerings, mean that students are better informed about things they need to know.

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 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 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.
Area I Goals | Area II Goals | Area III Goals | Area IV Goals
--- | --- | --- | ---
1st Plan 2020 Goal | Choose an item. | Choose an item. | Choose an item. | Choose an item.

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?
   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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<td>Do the unit goals align with the University's goals?</td>
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</table>

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.

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

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

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

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

   Click here to choose.

   Dates:   Click here to enter text.
Goal 3

1. Enter a unit goal:

Third: Improve advising in the Department of Communication by 1) focusing on advising as a teaching and learning process and 2) making dissemination of accurate information to students faster and easier for advisors

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>
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<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</table>

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

High

8. Why is this goal important to your unit, the university or both?
As I noted above, the department is strongly committed to having full-time faculty members do advising for majors in the department. With the increased legislative oversight and goals related to graduation rates, it is imperative that faculty members have the information they need to provide high-quality advising that will help the department to meet students’ needs as well as to contribute to the university’s goal of increasing the six-year graduation rate. This goal, which aims to enhance advising knowledge for both faculty members and students and to develop plans for faculty advisors to work effectively with primary-role advisors in the College of Arts and Sciences and elsewhere on campus, will create a stronger and better-informed culture of advising in the department.

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

Actions steps and progress:

1. Improve professional development for advisors: Lead advisor Irwin Mallin has collaborated with other lead advisors and primary-role advisors to create a training session, “Fundamentals of Advising at IPFW,” which piloted in October 2015. Having this resource for general advising training, much of which was developed within the department, will mean that departmental advising training will focus on department-specific issues.

2. Improve web resources for advisors: Lead advisor Irwin Mallin maintains an advising website with resources for both advisors and students, increasing the quality and quantity of information available to both: users.ipfw.edu/mallini/comadvisor. Recent additions include a pdf document that teaches advisors how to use myBLUEprint to count credits for our majors.

3. Improve advising resources for students: Lead advisor Irwin Mallin maintains an advising website with resources for both advisors and students, increasing the quality and quantity of information available to both: users.ipfw.edu/mallini/comadvisor.

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

Action steps:

1. Improve professional development for advisors: The department has scheduled myBLUEprint training with Marietta Frye, Director of Advising for the College of Arts and Sciences, for March 30, 2016. Dr. Mallin plans to schedule a second myBLUEprint training session for Fall 2016, with specific attention to the Notes function in myBLUEprint.
4. Develop and implement advising assessment measures. The Academic Advising Council will be leading this effort campus wide in the near future. This benefits Communication, because we will not have to devote resources to developing these measures but can adopt the system that will be implemented campus wide.

5. Improve rewards for faculty advising. This step requires resources. At a minimum, we need to be able to pay for the time of faculty on 9-month appointments to do advising work during summer NSO sessions.

6. Develop plans for faculty advisors to work effectively with primary-role advisors in the College of Arts and Sciences and elsewhere on campus (revision of original action step 6 for greater specificity). One of our program’s graduates and now a limited-term lecturer for the department is interested in developing her expertise in advising by doing part-time advising work for the department. If we were granted advising support funding equivalent to the amount of money this person earns to teach one class each in the fall and spring semesters, we would be able to train her to take over some of the logistical tasks of advising for our majors.

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

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

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

Action step 1: Two departmental myBLUEprint training sessions will occur in 2016. (yes/no)

Action step 4: Department will follow the protocols for advising assessment and meet deadlines set by the Academic Advising Council. (yes/no)

Action step 5: Department will continue to compensate 9-month-appointed faculty members who do advising in the summer for NSO. (yes/no)

Action step 6: Department will hire and train a part-time advisor. (yes/no)
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?

   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?

   Action steps 1, 4, and 5 can be accomplished without additional resources. Action step 6 requires additional funding.

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 0.25
   Benefited No
S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Yes  $$: 3846

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?

They would be used to pay a current LTL the equivalent of one course per semester (fall and spring) to perform logistical advising task for majors in the department.

| 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?

Our modification of action step 4 to follow the lead of the Academic Advising Council depends on their initiating this project soon. If the AAC is delayed, then our work on action step 4 would also be delayed.
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.

| Clearly stated challenges are included for this goal. | Challenges are listed but they are not clearly stated. | Challenges are not included in the unit’s report. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: With additional funding to hire a part-time advisor, we can complete this goal’s action steps within a year.

RUBRIC

Are time frames included for each performance measure (metric)?

| All performance measures include time frames. | Some of the performance measures include time frames. | No time frames are included with the performance measures. |

TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 4

1. Enter a unit goal:

   Fourth: Create health communication minor or certificate

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>Choose an item.</td>
<td>Choose an item.</td>
<td>III.A - Collaborations and research</td>
<td>Choose an item.</td>
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</table>

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

Medium

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

In 2015, IPFW announced its intention to focus energy and resources on four signature clusters, one of which is “Health and Health Systems.” The Communication Department had already recognized the
desirability of contributing to the campus’s strength in health and health systems by describing in its 2014 USAP report a goal of creating a health communication minor or certificate. This goal would promote the Strategic Plan by “expand[ing] meaningful collaborations and research opportunities with regional . . . partners”; contributing to the development of signature clusters, including “promot[ing] majors and programs with strong job placement opportunities in the region and beyond”; and “develop[ing] and promot[ing] interdisciplinary programs.” The program could partner with other departments within and outside the college to create a truly interdisciplinary program that responds to the health-care needs of the region.

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

Last year’s USAP task force feedback stated that the department needed to do a needs assessment for health communication. I believe that I have addressed the relevance of this goal to IPFW’s Strategic Plan and to the 2015 announcement of IPFW’s plan to focus on “Health and Health Systems” as a signature cluster of strengths. The goal is thus relevant for IPFW, but it also is a good fit for Fort Wayne and the region’s strength in health care, and tracks national trends as well. Health communication is a growing field (see, e.g., BW McKeever, “The Status of Health Communication: Education and Employment Outlook for a Growing Field,” Journal of Health Communication 2014). Although the U.S. Bureau of Labor Statistics does not separate out statistics for health communications specialists from health educators, the BLS predicts strong growth for the overall field of health education, with jobs expected to grow by 21% between 2012 and 2022 (http://www.bls.gov/ooh/community-and-social-service/health-educators.htm).

We have made progress on action steps 1 and 2 by looking at the areas that might be included in this certificate and our department’s ability to teach those classes. At present, the department does not have the staffing to add any new certificates or programs (as mentioned already in this document, the department needs additional tenure-track lines in order to be better aligned with other departments in its college). Two faculty members within the department have expertise that could contribute to teaching the courses for this certificate, but one of them is in a visiting position. Their expertise is needed to teach the courses for the Interpersonal and Organizational Communication concentration, so although we have the expertise, they cannot at this time be spared. We want to keep the goal listed as a current goal, because we believe that the goal would be an excellent fit with the new directions for the focus of IPFW’s resources; however, we cannot make progress on action step 3 (hire a faculty member to help develop this certificate) without extra funding.

The department attempted to make progress on step 3 by requesting a tenure-track faculty member to specialize in health communication, but we were not granted permission to search for this faculty member.

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

The next step is to hire a tenure-track faculty member with expertise in health communication who, along with other faculty in the department, would develop and implement this goal.
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?

   - Resubmit position request (yes/no)
   - Position request approved (yes/no)
   - Search undertaken (yes/no)
   - Search completed with new hire (yes/no)

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?

We have already accomplished what can be accomplished without additional resources.

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

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
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<tr>
<td>Benefited</td>
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<td>S &amp; W — Recurring</td>
<td>Yes</td>
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<td>S &amp; E — Recurring</td>
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<td>Non Recurring</td>
<td>Select Yes/No</td>
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<td>Other — Recurring</td>
<td>Select Yes/No</td>
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<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
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17. If you were to receive the additional resources outlined in question #16, how will they be used?

Hire a tenure-track faculty member who specializes in health communication.
### RUBRIC

<table>
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<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>
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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 anticipated, except the possibility of a failed job search.

### RUBRIC

<table>
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<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>
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</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: This goal is stalled until we are approved for a new position. When a new person begins, the process of developing the new certificate, getting courses approved, and updating the bulletin would take a couple of years. We can create a clearer timeline when we are approved for a new position.
| RUBRIC |
|-----------------|---------------------------------|---------------------------------|---------------------------------|
| **Are time frames included for each performance measure (metric)?** | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

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

1. Enter a unit goal:

   Fifth: Create a presentation lab that will assist students from all disciplines in the creation and delivery of required presentations.

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?

   COM 11400 is a general education course with high enrollment of students, a large proportion of which are first-semester students at IPFW. Providing extra support for student success for first-year students can be expected to have an impact on freshman-to-sophomore retention rates. The lab fulfills the Plan 2020 goals of “increase[ing] opportunities for engaged . . . learning” and “expand[ing] use of high-impact instructional . . . interventions.” Providing extra support for students in this high-enrolling general education course also benefits the department: providing extra help for students to succeed in this course can be expected to enhance students' impressions of the helpfulness and focus on student success of the department, which may lead students to consider majoring in Communication.

   Note, however, that the funding for this project is not secure for the future. The department received money from a grant to pay for the Communication MA student who staffs the presentation lab. Although this form does not give us space to request funds for goals that are completed, we will need an allocation of $13522 per year, plus relevant employment taxes, in order to continue paying for a Communication Department graduate student to provide oversight and expertise to the presentation lab to help students with their speeches.

   **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>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1&lt;sup&gt;st&lt;/sup&gt; Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>2&lt;sup&gt;nd&lt;/sup&gt; Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>3&lt;sup&gt;rd&lt;/sup&gt; Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

### RUBRIC

<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?

   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 |
|------------------|------------------|------------------|
| **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 - #1

1. Enter a unit goal:

   Create the Center for Collaborative Media

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></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>I.C - Community engagement</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>III.A - Collaborations and research</td>
<td></td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

High

8. Why is this goal important to your unit, the university or both?
The Center for Collaborative Media will foster collaboration between faculty and students, among departments across campus, and between the university and the community. Community businesses and organizations will contract with the CCM to create original media content (e.g., documentary films, advertising and public relations materials), and students will produce the content for internship or production-course credit under the supervision of faculty members and/or the CCM Coordinator. The department frequently fields requests from the community for media production work, but we do not have systems to make such work feasible and educational for students. The CCM Coordinator would contribute to the department’s media production minor and multimedia newsgathering and reporting concentration by teaching one section of COM 14000, Introduction to Media Production, each semester. This class currently creates a bottleneck for our programs, because we lack the teaching personnel to offer more than one section per semester; offering two sections each semester will enable us to meet student needs and demands. Charging businesses and organizations a low but fair price for media production work would aim at the goal of making this center financially self-sustaining within 5 years. The CCM will help the department to strengthen its programs through better course availability, more focused supervision for student media production work, and coordination efforts to organize and manage production equipment. The CCM will also be an “outward-facing” center that meets community needs by drawing on the strengths of our faculty while developing the skills of our students.

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

   Action step 1: Create position description for the CCM Coordinator position. This has been accomplished already.

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

   Action step 2: Find and be approved to receive space on campus for the Center.
   Action step 3: Receive approval for budget for recurring expenses (staff member to serve as Coordinator) and non-recurring expenses (initial outlay of $15,000 to supplement the extensive media production equipment already on campus).
   Action step 4: Hire the Coordinator; faculty and the Coordinator will work together, under the direction of CCM Director Art Herbig, to make the Center fully operational.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td>Do the unit goals align with the University’s goals?</td>
</tr>
</tbody>
</table>

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

Action step 1: Is position description completed? Yes
Action step 2: Documentation from the IPFW Space Committee granting space to the CCM. (yes/no)
Action step 3: Budget requests approved. (yes/no)
Action step 4: Coordinator hired and Center opened. (yes/no)

<table>
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<td>The unit provided performance measures but they are not clearly stated.</td>
</tr>
</tbody>
</table>

**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?
We have completed action step 1, creating the position description. We could also complete action step 2 without additional resources, though we would not want to move ahead on trying to reserve space unless we were sure we would use it, because space on campus is at a premium.

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>1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefited</td>
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<table>
<thead>
<tr>
<th>S &amp; W — Recurring</th>
<th>Yes</th>
<th>$$: 45000</th>
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</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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</table>

<table>
<thead>
<tr>
<th>S &amp; E — Recurring</th>
<th>Select Yes/No</th>
<th>$$: Click here to enter amount.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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</table>

<table>
<thead>
<tr>
<th>Equipment — Recurring</th>
<th>Select Yes/No</th>
<th>$$: Click here to enter amount.</th>
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</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>No</td>
<td>$$: 15000</td>
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</table>

Other: Describe: Click here to enter text.

<table>
<thead>
<tr>
<th>Other — Recurring</th>
<th>Select Yes/No</th>
<th>$$: Click here to enter amount.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
</tr>
</tbody>
</table>

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

Use the recurring funds to hire a staff position, Coordinator of the Center for Collaborative Media. Use the non-recurring equipment funds to supplement the media production equipment already on campus.
| 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?

Less than 1 year

Dates: The Center can be operational by Fall 2016 if we receive funding.
### RUBRIC

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<th>No time frames are included with the performance measures.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

1. Enter a unit goal:
   Create and implement plan for the graduate program to meet credentialing needs of dual-credit teachers.

2. Status of goal:
   - [ ] Completed
   - [ ] Eliminated
   - [ ] Modified
   - [ ] In Process
   - [x] 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:
   - [x] 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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<th>Area IV Goals</th>
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<tbody>
<tr>
<td>1st Plan 2020 Goal</td>
<td>I.C.8</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</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?

High

8. Why is this goal important to your unit, the university or both?
The Higher Learning Commission has made the decision to more firmly enforce its rules regarding the required credentials to teach at the college level, meaning that many high school teachers in the area will no longer be able to teach dual-credit courses (in which students receive both high school and college credit for a class). Teachers holding a master’s degree that is not in the area in which they teach must have an additional 18 credit hours of graduate work in the discipline. This becomes a problem for high school language arts teachers, who may have a master’s degree in Education or in English, not in Communication, and may have been teaching dual-credit courses in both English and Communication.

The state decreed more than a decade ago that IPFW would shift to become a university that would grant baccalaureate and graduate degrees, shifting its emphasis from associate’s degrees. The state has mandated an increase in dual-credit offerings for the state’s high school students. Essentially, this goal is important to IPFW in allowing IPFW to fill a niche role in helping the state to meet its own goals for dual-credit instruction. Responding to the credentialing needs of dual-credit teachers for graduate coursework that they can complete in the summer and/or through distance learning may also lead us to develop a more focused graduate certificate, which may be of interest to area businesspeople.

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?

    Action step 1. Pilot offering two online graduate classes for Summer 2016.
    Action step 2. Continue discussions with Purdue-West Lafayette and Purdue-Calumet to explore options for developing collaborative online graduate certificate.
    Action step 3. Develop marketing and recruitment plan for online graduate certificate that targets ideal size of graduate enrollment based on both currently inadequate staffing levels and levels closer in alignment with other departments in COAS.

| 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?

Action step 1. Two online graduate classes offered Summer 2016. (yes/no)
Action step 2. By the time of the next USAP report, the department should be able to answer yes or no to the question of whether or not we will partner with PWL and Purdue-Calumet to develop a collaborative online graduate certificate. If the answer is yes, we will need to create new action steps moving forward with that collaboration.
Action step 3. Action step 3 needs to wait until we reach an answer with PWL and Purdue-Calumet regarding collaboration. Completion of action step 3 can be assessed with the yes/no question of whether the marketing and recruitment plan has been created.

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</table>

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?

Action step 1: Can be accomplished this summer, though we may need flexibility regarding minimum enrollments. We would need additional money to pay faculty if we were to continue offering two online graduate classes in future summers.

Action step 2: If a faculty member ends up teaching an online graduate class on load during the regular semester, we would need additional resources to ensure we cover face-to-face graduate classes as well as undergraduate courses that the faculty member would not be teaching. I will list our resource needs as 1.0 position, because having more tenured and tenure-track faculty members are necessary to bring our department into alignment with staffing levels elsewhere in the college. If we had more adequate staffing, action steps 1 and 2 would be possible.

Action step 3: We would need additional resources, such as funds to pay for a course release or summer compensation, to compensate the person coordinating this effort. A course release is generally paid for by increasing LTL funds, and so the amount of non-recurring money I am asking for is $2100.

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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<tbody>
<tr>
<td>Benefited</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| S & W — Recurring         | Yes | $\$: 50000
| Non Recurring             | No  | $\$: 2100

| 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?

Use the recurring S&W funds to hire an additional tenure-track member of the faculty who could teach graduate classes; use the nonrecurring S&W funds to pay for a course release for a faculty member to create a recruitment and marketing plan for the graduate program.

<table>
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<tbody>
<tr>
<td>Are clearly stated budget plans included for each goal? (A budget plan is considered 'clearly stated' if it includes an amount and the funding source.)</td>
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<tr>
<td>No budget information is provided.</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?

Click here to enter text.

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

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

1-2 years

Dates: As noted above, by the time of the next USAP report, we will have piloted the summer online graduate course action step and come to a decision about whether or not we will be collaborating with PWL and Purdue-Calumet to offer online graduate courses. Action step 3 can be begun after action step 2 is completed, and should be completed within 2 years from now.

| 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 - #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
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   ☐ Other:   If ‘Other’, click here to explain.
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5. Type of goal:
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9. If continuing your goal, what progress have you made or which action steps have been completed?

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

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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.

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

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

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

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

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

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 - #4

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

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

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

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

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

Click here to enter text.

| RUBRIC |
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| **Are clearly stated performance measures provided for each goal?** (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). |
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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?

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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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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?
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