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

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

1. Provide an appropriate pre-professional academic and clinical foundation for our majors who must continue their education to the master's level in speech-language pathology or to the clinical doctorate level in audiology in order to obtain a license to practice in their professions.

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<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

1. Maintain a high graduation rate for majors. For example, of 23 senior CSD majors listed spring 2015, 22 have graduated as of December 31, 2015. One will graduate in May 2016.

2. Maintain a high acceptance rate to graduate programs. For example, of fourteen of the 23, 2015 graduates who applied for MA programs in speech-language pathology, fourteen have been accepted. Ten are pursuing master’s degrees in speech-language pathology, three doctoral programs in audiology and one a Master’s degree in library and information science. Graduate school acceptances limited by the size and number of universities offering master’s degrees in speech-language pathology. Typically across the country, students must have an overall GPA of 3.8 to be accepted.
3. Provide clinical service-learning experiences for CSD upper-level students. For example, fourteen senior student clinicians completed their CSD capstone course while providing 19 Fort Wayne area citizens with faculty-supervised clinical speech-language services in the spring 2015; one completed this in fall 2015 semester. Five upper-level student clinicians provided faculty-supervised literacy training services to nine Fort Wayne area children in the 2015 second summer session. Nine CSD majors participated for credit in the fall 2015 AAC Weekend Theater Camp which involved nine children who use alternative/augmentative communication devices and 15 of their caregivers.

4. Provide non-clinical service-learning experiences for CSD students. In 2015 fourteen CSD majors participated in the second annual AAC World event in which about 30 Fort Wayne residents were introduced to non-verbal communication techniques. A similar number participated in 2014.

5. The department continues to attract support from local organizations for student scholarships. For a recent example, a little under eight thousand dollars was awarded to six CSD students for academic year 2015-16.

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

The CSD faculty have presented numerous papers at state, national and international Conferences including the American Speech-Language Hearing Association (ASHA), the International Society of Alternative and Augmentative Communication, the Indiana Speech-Language Hearing Association (ISHA) and Lilly Conference on College Teaching along with seven articles and a book chapter.

In 2014 four of our recent graduates currently enrolled in MA programs also had presentations at ASHA 2014.


Criterion: #3: Accreditations - Program specific accreditation and status
Question: Accreditations - What program-specific accreditations and status do you have, if any?
NA
Question: Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?
NA
#4: Laws and Mandates - Federal and state laws or mandates that your unit addresses
Criterion:
Question: Federal and State Laws - What federal and/or state laws or mandates do you address, if any?
NA

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

NA

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

**Criterion:**

NA

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<tr>
<td><strong>To what extent did the unit provide evidence that accomplishments align with the mission of the University?</strong> (Only include accomplishments that are not included with goals)</td>
</tr>
<tr>
<td>The unit did not provide evidence that accomplishments align with the mission of the University.</td>
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<tr>
<td>The unit provided evidence that accomplishments somewhat align with the mission of the University.</td>
</tr>
<tr>
<td>The unit provided evidence that accomplishments align closely with the mission of the University.</td>
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</table>

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

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

None at present. When we implement the Master’s degree in speech-language pathology within the next three to five years, CSD will have a national accreditation process for the MA degree. As the implementation begins, CSD faculty will adhere to the accreditation expectations.
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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<thead>
<tr>
<th>Metric</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>BA/BS</td>
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<td>23</td>
<td>15</td>
<td>27</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>Minors</td>
<td>0</td>
<td>0</td>
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<td>UG Majors</td>
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<td>106</td>
<td>78</td>
<td>91</td>
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<tr>
<td>UG Minors</td>
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<tr>
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<td>1383</td>
<td>1451</td>
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<tr>
<td>CH to Majors</td>
<td>1131</td>
<td>1075</td>
<td>1026</td>
<td>1059</td>
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<tr>
<td>CH to non-Majors</td>
<td>1255</td>
<td>439</td>
<td>357</td>
<td>392</td>
<td>0</td>
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</tbody>
</table>

There was a drop in number of majors in 2013 which was in part due to loss of a full time faculty and the lack of the implementation of the master’s degree in speech-language pathology. Additionally, when the university asked all departments to limit their total graduation credits to 120, the department of education eliminated the requirement for the elementary education majors to take CSD 11500. This course recruited students into the CSD major. To counter this, CSD proposed that CSD 11500 become a General Education course. Clearly the expected majors did increase to more typical levels in 2014 and continues today. CSD anticipates that increase will continue now that the master’s degree is being implemented.
The decrease in the number of credit hours from 2011 reflects a small faculty and the reduction of the number of CSD 11500 and CSD 18100 ASL courses. A second section of CSD 18100 is offered in spring 2016. There was full enrollment in all ASL courses (CSD 18100 and 18200).

5. Who provides advising to your students? (Please check as many as apply)
   - ☒ Faculty
   - ☐ Peer
   - ☐ Professional
   - ☐ N/A

6. Are your students required to meet with an advisor each semester?
   
   No, they are highly encouraged to do so. Every semester, each student is sent a reminder to find a time to see their assigned advisor
   
   Comments: CSD faculty work with students to ensure timely completion of their academic program and to assist them as they prepare for graduate school. Most students do take advantage of their advising opportunities especially during their junior and senior years.

7. Does your department have formal advising policies that are to be followed?
   
   We follow BLUEprint and the department program guide. We also include career advising but particularly when the students become seniors.

8. Do you collect employment data for your graduates?
   
   No, since most go on to graduate school. There is no specific career path for the undergraduate liberal science degree. Most search for employment that would be open to other graduates who have an undergraduate liberal science degree similar to psychology, sociology and communication majors.

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.
Fourteen of the 23, 2015 graduates applied for MA programs in speech-language pathology or graduate programs in audiology, fourteen have been accepted. Ten are pursuing master’s degrees in speech-language pathology, three doctoral programs in audiology and one a Master’s degree in library and information science.

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

Reported by the students to the faculty.

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.

Admittance to graduate school is highly competitive. IPFW CSD does as well as most other universities in the acceptance rate of undergraduate majors accepted into graduate schools. Last year it was 90% acceptance for those who applied. Approximately 70% of graduating majors applied to graduate school last year.

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.

To be employed as a practicing professional, the student must go on to earn a graduate professional degree. Those who chose not to do so, compete in the market as a liberal science graduate similar to psychology, sociology and communication.

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

NA

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

Lucille Hess, Acting Chair and the CSD faculty: Pam Reese and Sharon Mankey
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:
   Student learning measurement/data for one course in the junior year of the 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?
   Click here to enter text.

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

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

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

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

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

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

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

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

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<tr>
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<tbody>
<tr>
<td></td>
<td>I.A - Student learning</td>
<td>Choose an item.</td>
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<tr>
<th>2nd Plan 2020 Goal</th>
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<td>I.M.1</td>
<td>Choose an item.</td>
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<td>I.C.8</td>
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7. Is the unit goal a high, medium or low priority?

Medium; 1.A.1

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

CSD continually monitors student learning to adjust curriculum and within course experiences to meet the current expectations by graduate school and the university.
9. If continuing your goal, what progress have you made or which action steps have been completed?

CSD is meeting with the assessment director spring 2016 to fine tune the methods used to measure students learning within courses. One course, CSD 42000 Speech and Language Development in Young Children, was chosen to fine tune meaningful measures. The measures used in the past are no longer an efficient way to collect student learning data.

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

Meet with Director of Assessment and then create a plan for one course to be tested fall 2016 or spring 2017

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

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

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

We will establish clearly stated performance measures and then test it out.

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

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

Yes, the faculty can do these measures within their courses. Perhaps some assistance with data gathering may be needed.

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?

NA now

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

NA

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

A trial testing of the developed measures for one course.

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?

To develop more efficient measures for several courses in CSD.

| 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?

Time to develop multiple measures with a small, overworked faculty.
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: By Spring 2017 for at least one effective measure that is tested and can be used in the future

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:

   Maintain high graduate rates and retention with CSD majors. 1.M.1

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?

High

8. Why is this goal important to your unit, the university or both?
CSD students must go on to earn a graduate degree to be practicing professionals in the community. Having such individuals in the NE Indiana area enhances life and provides well-being in the community. In the past, about 60% of CSD graduates stayed in the area.

Currently, CSD graduates around 90% of the majors

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

Faculty continue to mentor majors both academically and for future employment goals. We also work with students who struggle to assist them in finding ways to be more successful in the classroom.

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

Continue regular advising and mentor with our majors.

| 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?

Data collection on graduation rates and retention.
| 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?

So far CSD has been able to do so.

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?

NA

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

NA

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

NA

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

More faculty time to mentor students, but difficult to do with a small FT faculty of 3.

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?

Small faculty and over 90+ majors
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</tr>
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| **TASK FORCE COMMENTS AND/OR QUESTIONS:** |

19. What is your timeline for accomplishing this goal?

1-2 years

Dates:  Click here to enter text.

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<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
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| **TASK FORCE COMMENTS AND/OR QUESTIONS:** |
New Goals for 2015-2016 - #1

1. Enter a unit goal:

   Implementation of the Master’s degree in speech-language pathology.

2. Status of goal:

   ☑ Completed  ☐ Eliminated  ☐ Modified  ☒ In Process  ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
<td>I.C.8</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</table>

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

High

8. Why is this goal important to your unit, the university or both?
Practicing professionals in speech-language pathology and audiology must earn a graduate degree. Since there is a shortage of such professionals, having a program in speech-language pathology at IPFW will allow local and area students another option for graduate school. Some of whom may find leaving the area to pursue such a degree is prohibitive for them and their family. Many people will be drawn to the clinical services from the community thus enhancing IPFW’s image in the community. Having such professionals in the NE Indiana will improve and enhance life of its citizens.

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

A new CSD chair is being interviewed and all hope will be hired July 2016 to steer this process forward.

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

New space needs will be designed.

| 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?

Steps toward accreditation as the implementation proceeds.
### RUBRIC

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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?

No, at least three more full time TT professors must be hired as well as at least one clinical supervisor.

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

No, but since the university has approved the implementation of the master’s degree, the university will provide for the new faculty and space needs.

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

NA

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

We begin with job searches each year until CSD has the needed full time TT faculty in place. The VCAA committed to this plan in fall 2015.

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  Yes  $$: full time faculty salaries

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

S & E — Recurring  Yes  $$: Clinic materials-hard to project at this time

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

Equipment — Recurring  Yes  $$: 12500

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?

To more quickly reach the time when the first MA students come to 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?

CSD will have accreditation standards to meet and site visits while the program is being implemented and then on a 7 year cycle after receiving the first accreditation.

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

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: Admit MA students as early as Fall 2019 if possible.

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

1. Enter a unit goal:

   NA

2. Status of goal:

   ☐ Completed    ☐ Eliminated    ☐ Modified    ☐ In Process    ☐ New

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

   Click here to enter text.
   
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

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    Select Yes/No

Benefited                      Select Yes/No

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

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

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

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

Click here to enter text.

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

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

Click here to enter text.

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

Click here to choose.

Dates:  Click here to enter text.

| 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:
   NA

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?

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to choose.

Dates:  Click here to enter text.

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

1. Enter a unit goal:

NA

2. Status of goal:

☐ Completed  ☐ Eliminated  ☐ Modified  ☐ In Process  ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

<table>
<thead>
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<td>No time frames are included with the performance measures.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
**New Goals for 2015-2016 - #5**

1. Enter a unit goal:
   
   NA

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
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7. Is the unit goal a high, medium or low priority?

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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