University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Computer, Electrical, and Information Technology
Part I

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

The department offers the Bachelor of Science (B.S.) in Electrical Engineering Technology (EET), B.S. Computer Engineering Technology (CPET), and an Associate of Science (A.S.) degree in EET. The programs are accredited by the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC/ABET).

The department also offers a Bachelor of Science in Information Technology and a Master's Degree in Technology as well as a minor in Electronics and several different certificates in the electrical computer fields.

The mission of the department is to offer high-quality undergraduate, graduate, and certificate programs in the areas of EET, CPET and IT. These programs meet regional needs and include credit and noncredit education in areas related to electrical, computer, and information technology. The department seeks to advance and share technical knowledge through teaching and creative endeavors, and to work with regional industries to develop and increase technically knowledgeable human resources.

The department offers access to globally recognized baccalaureate and graduate programs that helps drive the intellectual and economic advancement of our students and of the region. This falls in-line with the mission of IPFW.

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
2. Please list significant accomplishments from the last fiscal year not included in your goals.

- Dr. David Momoh successfully approved for tenure and promotion.
- Michelle Parker, CL in IT, was approved to be promoted to an Assistant Clinical Professor.
- Two TT positions approved with one in IT and one in EET.
- New scholarship endowment setup.
- Purchase of $75,000 in new electronic test equipment.
- Update of four faculty computers.
- Student James Schwartz did a study abroad in Switzerland.
- Michelle Parker preformed a TAP project with Caliente Inc, McCoy Bolt and Quality Inspection and Gage.
- Streamline of Engineering Technology departments by hiring a single department chair.
- The department was an active participant in the Transfer Single Articulation Pathway (TSAP).
- 25 students and CEIT department members participated in the BIG EVENT.
- Students and faculty participated in the First Lego League and Regional Science Fair.
- Department hosted the 2015 Illinois-Indiana ASEE Section Conference at IPFW.
- Dr. David Momoh attended the National Effective Teaching Institute (NETI), Seattle, WA, June 11-13, 2015.
- Dr. David Momoh received 2014-2015 ETCS College (IPFW) Excellence in Teaching Award.
- Dr. Momoh went on ABET Accreditation visit of the Bachelor of Science in Electrical Engineering Technology Program at University of Northern Iowa, Cedar Falls, Iowa, on October 11-13, 2015. All expenses were paid for by ABET.

• Dr. Momoh serves as IEEE Program Evaluator for ABET Engineering Technology Accreditation Commission (ETAC)

• Dr. Harold Broberg’s paper presented at ASEE, Illinois/Indiana Section conference

• Prof. Michelle Parker, “Advising for Graduation and Retention,” March 2015 ASEE Illinois-Indiana Section Conference Proceedings

• Prof. Michelle Parker 2015 IPFW Academic Advisor of the Year


• Guoping Wang (PI) and a Paul Lin (Co-PI), received $7,000 awards for IEEE – Engineering Projects in Community Service (EPICS) for organizing middle school computer workshop using Raspberry-PI computer system, in summer 2015.

• Professor Lin co-developed and co-taught with Guoping Wang, 2015 Raspberry-PI computer system, in June 29 to July 2, 2015, http://www.raspberrypicamp.org/


• Prof. Gary Steffen elected as ZONE II Chair for the ASEE and appointed the ASEE board of directors.

• Prof. Gary Steffen selected as general conference chair for the 2016 Zone II ASEE conference in San Juan Puerto Rico, March 2016
### 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?

The programs of A.S. EET, B.S. EET and B.S. CPET are accredited by ABET Inc. ABET is a not-for-profit, non-governmental accrediting agency for programs in applied science, computing, engineering, and engineering technology, and we are recognized as an accreditor by the Council for Higher Education Accreditation. ABET accreditation provides assurance that a college or university program meets the quality standards of the profession for which that program prepares graduates.

The department is preparing for accreditation, by ABET, of the B.S IT program. Accreditation of this program will ensure that graduates are prepared to meet the quality standards for employment in our regional industrial partners.

Previous and ongoing State mandates have played a role in shaping the department curriculum. These include:

1.) Maximum of 60 credit hour in an Associate degree
2.) Maximum of 120 credit hour in a Bachelor's degree
3.) Requirement of 30 credit hours of General Education Credits in Associate and Bachelor’s degrees
4.) Implementation of a Transfer Single Articulation Pathway (TSAP) [Senate Enrolled Act 182] allowing students to transfer an Associate degree from a community college into a Bachelor’s degree program.

Effect of state mandates:

1.) Decreasing of credit hours in the A.S. EET program to 60 credit hour.
2.) Decreasing of credit hours in the B.S. EET, B.S CPET and B.S. IT programs to 120 credit hour.
3.) The replacement of technical credits with general education credits in A.S. EET, B.S. EET, B.S CPET and B.S. IT programs.

4.) Evaluation of program competencies and learning outcomes of A.S. EET, B.S. EET, B.S CPET and B.S. IT to ensure compliance with TSAP

| 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.)

The department offers no IPFW general education courses and only offers three service courses to other IPFW units.

The Information Systems (IS) program was moved from the CEIT department to the Computer Science (CS) starting in the fall 2012 semester. This resulted in a significant major and credit hour drop.

Students are admitted directly into CEIT programs and declare a major. The department has no conditional or pre-technology options.

The Total Cost/Degree and Personnel/Degree in CEIT is low.
5. Who provides advising to your students? (Please check as many as apply)
   ☒ Faculty   ☐ Peer   ☐ Professional   ☐ N/A

6. Are your students required to meet with an advisor each semester?
   No

   Comments: Students are strongly encouraged to meet with their advisor each semester. A student with an academic hold on their account is required to meet with an advisor. Faculty are required to hold 8 office hours a week. A student can either walk-in for advising or schedule an appointment with their advisor.

7. Does your department have formal advising policies that are to be followed?
   No - Faculty members use the IPFW academic advising manual, even though a bit outdated, as their reference. [http://www.ipfw.edu/dotAsset/329688b5-d86c-46e0-9b9d-64fe0dc172eb.pdf](http://www.ipfw.edu/dotAsset/329688b5-d86c-46e0-9b9d-64fe0dc172eb.pdf)

   The department has a requirement sheet for each major/program that must be followed strictly by both the faculty and student. The department is in the process of myBLUEprint implementation.

8. Do you collect employment data for your graduates?
   Yes

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

   87% of graduates either are employed or continuing their education.
10. If you reported data in question #9, how was this data collected?

The department collects an exit survey of graduating seniors. This is the same survey included in the Final Destinations Survey that graduates can take.

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.

The CEIT department has an Associate degree in Electrical Engineering Technology. This is a 2+2 program. Any Computer Engineering Technology or Electrical Engineering Technology student who acquires the Associate degree typically starts working in the field part-time while pursuing their Bachelor’s degree. This accounts for the high percentage of part-time employment.

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.

Engineering Technology (ET) program graduates work in a variety of industries that include manufacturing, construction, technical services, and utilities.

A substantial number of ET graduates work in the engineering field with job titles containing the word “engineer”. The Regional Occupational Growth trends identify areas of Electronics Engineers and Electrical Engineers. B.S. EET and B.S.CPET graduates qualify and fill some types of these positions.

B.S. IT graduates work in a variety of computing related jobs that that could include the areas of computer systems analysis, computer programmer, information systems managers and network & computers systems administration. A B.S. in CPET might also qualify for some of these positions. Information Technology would be found under CIP Series 11

Engineering Technologies is recognized in the top five of regional completion rates. IPFW Engineering Technologies lead the region in completions.

The report says “Projected growth of over 2,200 jobs in the next decade in engineering occupations, representing 11% of job openings requiring at least a 4-year degree. (CIP Series 14)” and “Manufacturing is the region’s number one employer. Manufacturing is the number one job placement industry for those working in engineering occupations.” The CEIT department’s ET graduates qualify to fill these types of position. The hands-on,
application oriented, and management aspects of an ET degree prepare students to seek jobs in the manufacturing area.

13. Do you wish to provide any response to last year’s task force comments?
   No.

14. Please list the names of the authors of this USAP report.
   
   Primary Author: Gary Steffen, Chair CEIT
   Key Contributors: Paul Lin, Michelle Parker, Harold Broberg, Hongli Luo, David Momoh, and Laura Leichty
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:

   Sustain continuous improvement to maintain excellence and quality of CEIT programs.

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: It was felt this could be combined more effectively with another goal.

   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></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.

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<td></td>
<td>Goal does not align with the University’s goals.</td>
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<tr>
<td></td>
<td>The goal is somewhat aligned with the University’s goals.</td>
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<tr>
<td></td>
<td>The goal is clearly aligned with the University’s goals.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Click here to enter text.

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<tr>
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<td>The unit provided performance measures but they are not clearly stated.</td>
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<tr>
<td></td>
<td>Some of the stated performance measures are clearly stated.</td>
</tr>
<tr>
<td></td>
<td>All performance goals are clearly stated.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
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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<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?

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<td>Challenges are not included in the unit's report.</td>
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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:**
Goal 2

1. Enter a unit goal:
   Update programs to include emerging technology to meet industry needs.

2. Status of goal:
   - [ ] Completed
   - [x] 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
   - [x] 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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**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?

Click here to enter text.

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<th>Select Yes/No</th>
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Other: Describe:  Click here to enter text.
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to choose.

Dates:  Click here to enter text.

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

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

1. Enter a unit goal:

   Maintain TAC/ABET accreditation of Electrical Engineering Technology (EET) and Computer Engineering programs.

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. |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| **Area I Goals**                             | **Area II Goals** | **Area III Goals** | **Area IV Goals** |
| **1st Plan 2020 Goal**                       | I.A.1            | 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?

High

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

ABET accreditation helps students with employment, transfers to other universities and acceptance to graduate school.
9. If continuing your goal, what progress have you made or which action steps have been completed?

The A.S. EET, B.S. CPET, and A.S EET are seeking reaccreditation in fall of 2016. Faculty are receiving release, or compensation, to construct the self-study reports used in the reaccreditation process.

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

The continued assessment of student outcomes to improve student learning and preparation of self-study document for fall 2016 accreditation visit.

<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?

An annual assessment report that addresses the achievement of and improvement of student learning. Successful reaccreditation of EET and CPET programs.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Are clearly stated performance measures provided for each goal?</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?

Yes

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

Until recently, funding for accreditation and release time for faculty for accreditation was unclear. In the past semester, accreditation fees have now been properly funded on a recurring basis. There is also a 0.08 per semester per program faculty release for assessment purpose.

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?

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

- CUL - # of positions needed
- Benefited
- S & W — Recurring
- Non Recurring
- S & E — Recurring
- Non Recurring
- $$: Click here to enter amount.
Equipment — Recurring  Select Yes/No  $$: 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. |

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?

New and continuing state mandates could conflict with ABET criteria, making it difficult to maintain accreditation.
### 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?

5+ years

Dates: This is ongoing.

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 4

1. Enter a unit goal:

   Achieve initial ABET accreditation for the Information Technology Program.

2. Status of goal:

   ☐ Completed       ☐ Eliminated       ☐ Modified       ☒ In Process       ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
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<tr>
<td>3rd Plan 2020 Goal</td>
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7. Is the unit goal a high, medium or low priority?

High

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

ABET accreditation helps students with employment, transfers to other universities and acceptance to graduate school.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Development of program educational objectives and the identification of student outcomes. In the process of hiring a TT position in Information Technology.

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

Full implementation of direct assessment method of student learning outcomes meeting ABET criteria. Rework of curriculum to better align with ABET and faculty expertise.

<table>
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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?

Implementation of direct and indirect assessment methods to improve student learning. Successful ABET accreditation of the B.S. IT.

<table>
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<tbody>
<tr>
<td>Are clearly stated performance measures provided for each goal?</td>
</tr>
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</table>

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

Yes

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

Until recently, funding for accreditation and release time for faculty for accreditation was unclear. In the past semester, accreditation fees have now been properly funded on a recurring basis. There is also a 0.08 per semester per program faculty release for assessment purpose. Starting in fall 2016, there will be a new TT faculty of IT. This position was needed to begin seeking ABET accreditation.

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?

New and continuing state mandates could conflict with ABET criteria, making it difficult to maintain accreditation.
## RUBRIC

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

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: [Click here to enter text.](#)
Goal 5

1. Enter a unit goal:
   Develop and strengthen opportunities for student success.

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

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

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

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

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

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

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

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

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<tr>
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<th>2nd Plan 2020 Goal</th>
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7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?
Developing and strengthening opportunities for the success of the student can take place in the classroom, in the laboratory, on campus, or even help opening doors for them in industry. Developing and strengthening these opportunities can directly lead to better retention and graduation rates.

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

The implementation of a college level tutoring center that ET students can visit. The purchasing of a complete laboratory of new electronic test equipment. The equipment will allow students quicker gathering of information and provide them knowledge of equipment that they will find in industry after graduation.

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

Continued upgrade of laboratory facilities to replace outdated equipment to help introduce students to what they would actually find in industry.

Continue to require all freshman to meet with their academic advisor.

Provide additional social events & information events for CEIT students.

Seek out students identified as high risk or appearing on IPFW academic warning systems.

| 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?

Increased graduation and retention rates.
### 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?

   Continue to require all freshman to meet with their academic advisor.

   Provide additional social events & information events for CEIT students.

   Seek out students identified as high risk or appearing on IPFW academic warning systems.

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  Yes  $$: 25,000.00
Non Recurring  Select Yes/No  $$: 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?

The continued replacement and upgrade of laboratory facilities will develop and strengthen opportunities for our student to be successfully placed and succeed in local industry.

| 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?

None.

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<td><strong>Are clearly stated challenges identified for each goal?</strong> (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

5+ years

Dates: This is an ongoing goal.

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

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

1. Enter a unit goal:
   Create a minor in Information Technology

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

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

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

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

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

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

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

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

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

High

8. Why is this goal important to your unit, the university or both?
B.S. IT graduates work in a variety of computing related jobs that that could include the areas of computer systems analysis, computer programmer, information systems managers and network & computers systems administration. Information Technology would be found under CIP Series 11 of the Employment Demand Report.

The jobs listed above typically require a Bachelor’s degree in Information Technology and offer a commensurate salary. Small and medium size companies may not be able to afford a full time IT professional, but most likely do utilize computers in their operations. A graduate who has earned a minor in Information Technology to complement their IPFW major, becomes more attractive to potential employers with the additional ability to maintain the company’s computing infrastructure.

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?

The creation of a minor in IT while leveraging the use of the current B.S. IT curriculum.

| 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?

The creation of an IT minor.
RUBRIC

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

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

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

   Yes

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

   Starting in the fall of 2016, the CEIT department will have two faculty members dedicated to the IT program. The faculty will develop the IT minor.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

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

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

None.
### RUBRIC

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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.]

### RUBRIC

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

1. Enter a unit goal:
   Create a minor in Mechatronics.

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>Choose an item.</td>
<td>II.A - Research and collaboration</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></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?

Mechatronics is a blend of mechanical engineering technology, electrical engineering technology, computer control and information technology. Mechatronics is a design process to create more functional and adaptable products.
There is a regional need for skilled graduates in Mechatronics who have the combined knowledge of EET, MET and IT curriculum. Graduates from Mechatronics would be placed into jobs within advance manufacturing, product development, production, controls, and the systems engineering fields.

The need for this expertise was expressed in the Employment Demand Report stating (CIP Series 14) that “Manufacturing is the region’s number one employer. Manufacturing is the number one job placement industry for those working in engineering occupations.” It was also reflected in the Indiana Legislative Agency Report on the Role and Governance of IPFW by them expressing “Recommendation #8 commits Purdue West Lafayette to collaborate with IPFW and industry in Northeast Indiana in advanced manufacturing.”

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?

The immediate action is to survey regional industrial partners and advance manufacturers on their need for graduates with the skill set in Mechatronics. If the need for such a minor is justified, then work with local industry to develop a minor in Mechatronics.

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<th>The goal is somewhat aligned with the University's goals</th>
<th>The goal is clearly aligned with the University's goals</th>
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<tr>
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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?

Year 1 metrics would be the results from a need analysis on Mechatronics obtained from local industry.
### 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

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

Click here to enter text.

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

Click here to enter text.

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

The design of the Mechatronics minor and implementation of two thirds of the course work using existing faculty.

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

   CUL - # of positions needed  1
   
   Benefited Yes
S & W — Recurring  Yes  $$: 90,000.00  
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Yes  $$: 2,000  
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Yes  $$: 5,000  
Non Recurring  Yes  $$: 75,000

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?

This would be to hire one additional TT faculty member whose expertise is specific to a field relating to Mechatronics. The S & E would be used to support the additional faculty member. Funding would also be used to setup a laboratory.

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

None.
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

3–5 years

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:
   Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

Benefited  Select Yes/No

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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<td>Goal does not align with the University's goals.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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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**
  - **Click here to enter text.**

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

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

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

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

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

- **Equipment** — 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. |

**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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| 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. |

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #5

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>Benefit</th>
<th>S &amp; W — Recurring</th>
<th>Non Recurring</th>
<th>S &amp; E — Recurring</th>
<th>Non Recurring</th>
<th>Equipment — Recurring</th>
<th>Non Recurring</th>
<th>Other: Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Select Yes/No</td>
<td>Select Yes/No</td>
<td>Select Yes/No</td>
<td>Select Yes/No</td>
<td>Select Yes/No</td>
<td>Select Yes/No</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Other: Describe:  

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

Click here to enter text.

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

**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:**

__________________________________________________________________________________________