Part I

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

   The IPFW Dental Assisting Program began in 1964. *Certified Dental Assistants* are employed in every dental office throughout Northeastern Indiana. IPFW graduates place braces on teeth in orthodontic practices, place restorations (fillings) in general and pediatric practices, and treat patients in oral surgery offices, to name a few.

   The IPFW Mission and Vision is to provide education for the regional workforce. Our CDA Program provides not only the education and credentials needed to work in dentistry, but our program faculty provide multiple Continuing Education courses annually in advanced dentistry procedures that benefit both general dentists and specialists in our region.

   IPFW DCS  https://www.enrole.com/ipfw/jsp/index.jsp?categoryId=10008

   The CDA Program meets all four IPFW Goals:

   *Goal 1 Fostering Student Success* – high student retention rates, student persistence rates, and graduation rates, post-graduation success, achievement of learning outcomes, and a signature program (i.e. IPFW is recognized nationally as a Best Practice Model).

   IPFW Dental Assisting Program  
   http://www.ipfw.edu/departments/chhs/depts/dental/assisting/

   *Goal 2 Promote the Creation, Integration, and Application of Knowledge* – high-quality and high-impact scholarships of students, faculty, and staff. External academic collaborations: students not only pass national boards on their first attempt, each year our IPFW graduates score about the national average on all three national boards. The demand for our IPFW CDA graduates is so strong, that even before graduation our students secure employment in regional general and specialty practices.
Goal 3 Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness – expand collaborations with regional partners and provide leadership in the region, as well as access to intellectual programming. Connie Kracher, PhD consults for the American Dental Association (ADA) and is also a Key Opinion Leader (KOL) regionally, as well as consulting nationally for R&D departments with Colgate Oral Pharmaceuticals, Dentsply International, and Proctor and Gamble. She is asked to present at national and international conferences, such as the American Dental Association, American Dental Education Association (ADEA), and the World Dental Federation (FDI).

Goal 4 Create a Stronger University Through Improving the Support of Stakeholders and the Quality Efficiency of the Organization – a culture of assessment through performance metrics, program reporting, and accreditation. The IPFW CDA Program has been accredited by the American Dental Association Commission on Dental Accreditation since its inception in 1964. The ADA requires programs to complete a comprehensive annual report and the three allied dental programs are reviewed over three days by an ADA CODA site team every 7 years. Faculty annually assess program metrics, such as national board scores, clinical competencies at extramural sites, and graduate employment, to name a few.

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

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

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

The IPFW CDA Program continues to be recognized nationally by the American Dental Education Association as a model program in regards to evidence-based teaching, strong support from the dental community, national board results, student retention, graduation rates, and employment. This recognition began in 2008 and
continues to this day. This national recognition is aligned with the IPFW Mission, Vision, and specifically Goal 1 – signature program.

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<tbody>
<tr>
<td>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)</td>
</tr>
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</table>

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

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

The IPFW CDA Program has been accredited by the American Dental Association Commission on Dental Accreditation since 1964. Both the Indiana Dental Law and State Board of Dentistry Rules dictate what dentists and allied dental professionals are legally allowed to perform. In the State of Indiana, our CDA graduates provide comprehensive dental care. They are certified by the Dental Assisting National Board (DANB) and licensed by the Indiana State Department of Health (ISDH) to practice dental radiology. A license is required to practice in our state. Graduates must renew their certification annually and their license biannually. Continuing Education hours are required for national certification renewal.

The dental assisting (CDA) and dental hygiene (BSDH) students share similar core dental curriculum, such as oral anatomy, histology, embryology, head & neck anatomy, medical emergencies, and radiology. Their second year they specialize in preventive and public health dentistry (BSDH) or orthodontics, restorative, oral surgery, pediatrics, and endodontics (CDA).
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<tr>
<td><strong>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</strong></td>
</tr>
<tr>
<td>The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.</td>
</tr>
<tr>
<td>The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.</td>
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<tr>
<td>The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.</td>
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<th>TASK FORCE COMMENTS AND/OR QUESTIONS:</th>
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<tr>
<td><strong>To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?</strong></td>
</tr>
<tr>
<td>The unit did not address this question.</td>
</tr>
<tr>
<td>The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact.</td>
</tr>
<tr>
<td>The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact.</td>
</tr>
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</table>

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.)

After reviewing the department data, we have been fairly consistent over the last 8 years in regards to the number of graduates, undergraduate majors, fall-to-fall persistence, and personnel costs. Our tuition revenue has slightly increased due to the new BSDH degree. Our net revenue has increased over the last 8 years, with 2013 and 2014 netting over $200,000 each year.

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

- ☒ Faculty
- ☐ Peer
- ☐ Professional
- ☐ N/A
6. Are your students required to meet with an advisor each semester?

Yes

Comments: Students are required to meet with their assigned academic advisor before they start the professional program. Students are assigned an advisor based on the first letter of their last name. Each student is scheduled for approximately 45 minutes to 1 hour with their advisor. The students are given a comprehensive advising packet that discusses the dental profession, rigor of the healthcare professions, prerequisite and professional courses, requirements for admissions, etc... It’s often confusing to applicants as to the differences with the dental assisting and dental hygiene professions. The CDA and BSDH students share the same core dental curriculum (i.e. oral anatomy, histology, embryology, head & neck anatomy, medical emergencies, and radiology) their first year of professional courses. The BSDH students will specialize in preventive/public health dentistry and the CDA students will specialize in orthodontics, restorative (pediatric and general), oral surgery, periodontics, or endodontics.

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

The goal of mandated advising appointments is student success. We feel that preparing our applicants reduces future attrition. According to the literature, common reasons for student attrition at the post-secondary level are academics, personal, and financial problems.

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.

One hundred percent of the graduates from the Class of 2016 are employed, if they were searching for a position. Each year 1-2 graduates will not search for employment, due to having a child or moving out of the region. However, the graduates who then search find employment, as CDA’s are employed in every type of dental practice.
10. If you reported data in question #9, how was this data collected?

We are required by the American Dental Association to report on graduate employment in our annual dental accreditation report. The data is collected by the program director and faculty. Social networking, such as Facebook has been very helpful to reach a 100% response rate each year. We also collect data during the summer DCS course, as many of our new graduates take the advanced restorative course.

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.

According to the data provided in the link above, 39% of the Class of 2015 responded to the IPFW graduate survey, with 74% indicating they were employed or continuing their education. The department data in the link includes graduates from all three allied dental programs. Although campus surveyors are diligent collecting data from our graduates, we know it’s difficult to receive a high response rate. The Department of Dental Education graduated approximately 60-70 graduates in spring, 2015. With faculty teaching a small student cohort for several years, it allows us to form a relationship that assists us in gathering data a little more easily. However, millennial students can be a challenge. Utilizing social networking assists us with data collection that we may not receive through email surveys. The campus Destination Survey results above are not completely reflective of the CDA Class of 2015. However, the data for the campus is valuable nevertheless.

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.

Two of the program start dates in the “IPFW CIP Codes” tab are inaccurate. The DA and DH programs started in 1964. Our two allied dental programs moved from Kettler to Neff Hall in 1972 when the DLT program started. The tab “Industry Projections Detailed” line 22 indicates Dental Offices. This is in line with the national trends. U.S. News and Reports recently reported the 2016 Best Jobs are #1 Orthodontist and #2 (General) Dentist. Dentists continue to be on this list.
As mentioned prior, our IPFW CDA graduates are employed in every dental office. Orthodontists specifically employ many CDA graduates, as they perform most of the intraoral treatment in this type of dental practice. We currently have over 5,000 dentists in Indiana with one dental school in Indianapolis at IPUI. Our IPFW allied CDA graduates continue to serve the employment demand in Northeastern Indiana and the region.

The “Industry Projections Detailed” tab also indicates in 2015, 2,307 regional jobs were needed. In 2016 the projected regional jobs needed are 2,890, with a regional growth of 25%, state growth at 24%, and an 18% national growth needed. We assume the 2014 salaries ($46,500), as indicated in this same tab will continue to increase as Indiana legislators and the Governor signs into law more duties for allied dental professionals, as it has in the last 10 years.

The IPFW CDA program is not currently a baccalaureate degree. However, the Bachelor of Science in Dental Technology (BSDT) degree is on the expedited agenda for the Indiana Commission for Higher Education (ICHE) the end of this month. When the degree is approved, we plan to embed the certificate in the BSDT degree so that the professional students can take their three national boards as they complete the required curriculum. With the new accreditation standards, the CDA program is close in credit hours to an associate degree, as was the DH program when it was a three year associate degree that moved to a baccalaureate degree in 2014.

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

We appreciate the hard work by the IPFW USAP Task Force. As an accredited program, we understand the importance of assessment. Last year’s recommendation regarding student learning was addressed in this year’s report. Thank you for your valuable feedback.

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

Connie Kracher, PhD, MSD, Director
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:

   Change the program curriculum to meet the new ADA CODA accreditation standards.

2. Status of goal:

   □ Completed    □ Eliminated    □ Modified    ☒ In Process    □ New

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

   The new ADA CODA standards were substantial this past year. We are in the process of several curriculum changes, including course sequencing.

   **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></td>
<td>I.A.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.A.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.B.5</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?
The American Dental Association Commission on Dental Accreditation continues to be proactive changing accreditation standards as new technology and procedures develop. And as the dental profession evolves, so must our allied dental programs. Oral health affects every person in our region. Our IPFW CDA program serves not only the demand for employment, but the demand for dental care. Our post-secondary curriculum must change to meet the current needs of our graduates’ employers and the patients they serve. Dentistry changes so frequently that our current students and graduates must continue to be updated on the latest dental treatment in the professional program, as well as continuing education courses after graduation.

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

The CDA program added additional courses, increased credit hours to some courses, and resequenced the dental curriculum to include both summer sections. The new accreditation standards required that we teach all laboratory and preclinical requirements before the students were in extramural clinicals. As we assess this year’s changes, we continue to revise courses as appropriate. As we all know it takes months to receive IU course change approvals. We are in the process of working with the other IU programs in the state to make additional changes that will be effective fall 2017.

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

As we prepare for our next ADA accreditation site visit in fall, 2018 we are currently reviewing each course to verify each of the accreditation standards have been met. This is aligned with the IPFW Strategic Plan Goal I. Foster Student Success- improving quality and fidelity assessment process of degree/certificate programs, using assessment data to improve student learning, and transforming the concept of the college classroom and the delivery of education to our CDA students. As we move into the next academic year, we will begin reviewing facilities, equipment, and other capital improvements to align with the standards.

| 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?

As an ADA-accredited program, we are required to annually assess our program in detail under the six primary standards, with hundreds of secondary standards in each of the six. The categories include Institutional Effectiveness (i.e. assessment, financial support, institutional accreditation, and community resources), Educational Program (i.e. curriculum), Administration, Faculty, and Staff, Educational Support Services (i.e. didactic, lab, and clinical facilities), Health and Safety Provisions (i.e. radiation, infectious diseases, and emergency management) and Patient Care Services. We use metrics such as graduate surveys, national board results, and clinical evaluations to name a few. Some of our benchmarks include: 100% graduation rate, 100% employment rate, and 100% national board results. We also value our community advisory board. We request feedback from regional dentists and our IPFW graduates at our biannual advisory board meetings. Although we strive for 100% each year, this past year our results were 96% on national boards, 96% graduation rates, and 100% employment rates for those graduates who sought employment.

**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?

Partially. Without the multiple DCS courses we teach throughout the year, laboratory fees, and student kit fees, we could not afford this nationally-recognized program. As we know, healthcare programs are expensive. Facilities such as our simulation lab (NF 161) and clinical facilities (NF 170 and 175), dental supplies, and equipment are costly. The CDA and BSDH programs share the same facilities in Neff Hall. The CDA program maintains their simulation lab (utilized by all three allied dental programs - more than 140 professional students use the lab) and the BSDH program maintains their two clinical facilities, as well as the radiology clinics and sterilization rooms. The DCS courses we teach (Advanced Orthodontic Procedures, Restorative Dentistry, and Preventive courses) and the campus laboratory fees pay for the equipment replacement and repairs, as well as costly dental supplies. The dental community (general dentists and specialists) and the new Indiana state laws are the driving force behind the demand for DCS classes. IPFW serves a great resource for the community by providing advanced courses that doctors need for their practices to thrive.

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?

N/A

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

We support the program by supplementing funds via DCS CE profits, lab fees, and student kit fees.

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

We are able to meet the needs of the program. However, I must transfer several thousands of dollars to the DA general fund annually as the $11,000 allocation does not support the program and the simulation facilities. ADA-accredited programs must report our actual and proposed budget expenditures. It is easier to track expenditures by using the general fund account, instead of multiple accounts. We are required to complete comprehensive exhibits that reflect multiple line items.
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**
  - N/A
- **Benefited**
  - No
- **S & W — Recurring**
  - No
  - **$: Click here to enter amount.**
- **Non Recurring**
  - No
  - **$: Click here to enter amount.**
- **S & E — Recurring**
  - No
  - **$: Click here to enter amount.**
- **Non Recurring**
  - No
  - **$: Click here to enter amount.**
- **Equipment — Recurring**
  - Yes
  - **$: 2000**
- **Non Recurring**
  - No
  - **$: Click here to enter amount.**

**Other: Describe:**

- **Faculty Professional Development Funds**
  - **$: 1,000-1,500 per faculty**
  - **$: Click here to enter amount.**

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

**Our NF 161 dental simulation lab was renovated in 2004. We recently had to fund $15,000 to replace some of the AV equipment, including the receiver and remote control system. This lab is used by all three allied dental programs. Every semester, more than 140 professional students rotate through the CDA simulation lab. This is the only room that is utilized by all three dental programs.**

**We were told by ASG, the company that IPFW IT employs that we will need to replace more AV equipment, including digital cables and other equipment. This is not surprising considering that technology changes, as well as how much the lab is used throughout the year by the three professional dental programs and our DCS courses spring and summer semesters.**
I’m sure there are several campus departments that need additional S&E funding. Through our DCS dental courses, we can continue to cover the replacement of AV such as the ELMO visual presenter, digital receiver, digital cables, etc… We can also cover replacing or repairing dental equipment such as model trimmers, vacuum formers, handpieces, etc…. These lab and clinic equipment cost $600-3,000 each.

Request - $2,000 equipment request for classroom and faculty/staff computers. With recent budget restraints, we have not purchased computers in several years. We hope that the campus, along with IT will create a new computer replacement plan.

Request - $1,000-1,500 per faculty for Faculty Professional Development. For tenure-track faculty or faculty who plan to go up for promotion (tenured and clinical-track), it would be also be nice to find more funding opportunities, like IRSC faculty grants. Unfortunately, clinical-track faculty are not eligible for most faculty grants.

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<tr>
<td>Are clearly stated budget plans included for each goal?</td>
<td>No budget information is provided.</td>
<td>Budget plan is included but is not clearly stated.</td>
<td>Goal has a clearly stated budget plan.</td>
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</table>

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

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

Due to recent state law changes in the last 10 years, as well as recent legislative bills proposing changes to the Indiana state dental law, the challenge will be to keep up with changes to the curriculum, as well as our dental facilities. We are fortunate to have such strong support from our regional dental community. The general dentists and specialists (Orthodontists, Endodontists, Periodontists, Pediatric Dentists, and Oral Surgeons) contact our department almost weekly with employment opportunities. As more treatment procedures are delegated to allied dental professionals in our state, the more the dental community will need to rely on our IPFW Department to provide additional educational opportunities for past IPFW graduates and the students in the professional program. To meet the challenge, our
program will continue to serve the needs of our dental community and our accrediting body, as standards change by providing DCS courses and revising the professional program curriculum as needed. We look forward to the new BSDT degree that should start soon. Currently we advise our CDA graduates for the baccalaureate degree in General Studies and OLS. With the new BSDT degree, we will be able to offer two baccalaureate degrees in dentistry that will serve our region and beyond.

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<tr>
<td>Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</td>
<td>Challenges are not included in the unit’s report.</td>
</tr>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

5+ years

Dates: Timeline – this goal is an ongoing process, as accreditation standards and state laws change frequently. We will continue to complete an annual assessment plan of the program and a comprehensive program assessment when our accrediting body visits our three dental programs over three days in fall, 2018. IPFW is site visited every 7 years.
Goal 2

1. Enter a unit goal:

Collaborate with College of Health and Human Services and IPFW on a new CHHS Building.

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?

With the new LSA Working Group recommendations we are waiting to see what occurs with Indiana University and Purdue University. Whatever the result, we continue to strive for a new health professions center/building.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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

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

8. Why is this goal important to your unit, the university or both?
   
   CHHS believes in our IPFW Strategic Plan, specifically I Foster Student Success, I.C. Increase interdisciplinary and graduate programs. The new health professions center/building will provide additional educational opportunities, as to what we can currently offer students in Neff Hall and Liberal Arts. The new facility will be designed to meet IPFW Strategic Plan Goal 1.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   
   Our Dean continues to pursue this goal.

10. What action(s) does your unit plan to take to support this unit goal?
    
    We are “on hold” until the two Board of Trustees can come to an agreement regarding the future of our campus.

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    
    Retention/graduation rates and post-graduation success via employer and graduate surveys. Benchmarks include: 100% of students will graduate, 100% will pass national boards, and 100% will become employed, if pursuing employment immediately after graduation.
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Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).

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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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?

N/A

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

N/A

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

We are “on hold” until the two Board of Trustees can come to an agreement regarding the future of our campus.

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

The Dean will be providing all of the information below in the CHHS proposal.

| 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?

Constraints – IU / Purdue approvals and state funding
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

3-5 years

Dates:  **We hope that the health professional center/building will be built in the next 3-5 years. However, we know we’re on hold until IU and Purdue can come to an agreement at IPFW governance.**

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

1. Enter a unit goal:

   Change the program curriculum to meet the new ADA CODA accreditation standards.

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?

High

8. Why is this goal important to your unit, the university or both?
The program serves the region by producing quality educated graduates who are in high demand in every area of dentistry, including general and specialty dentistry. There is not one dental office that does not employ our DA dental professionals. We are proud to teach evidence-based curriculum that is current with the demands of evolving dental technology and procedures.

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

We have added several new courses, as well as changing credit hour equivalents and course sequencing. We continue to evaluate the curriculum, updating courses as we see what is working and what needs to improve. With our next American Dental Association Commission on Dental Accreditation site visit in fall, 2018 the three dental programs are in the process of changing curriculum to meet or exceed every accreditation standard.

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

Our program and department believe in the assessment process. We will continue to assess the program and make changes accordingly.

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

We will use multiple metrics this year to assess this unit goal. They include: national board results identifying topic areas for improvement, graduation rates, regional employment rates identified through graduate surveys, and biannual community advisory board feedback.
RUBRIC

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

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

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

   Partial

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

   We are allocated $11,000 for general funds. The remaining funds needed to fund the NF 161 simulation lab and student lab and clinical competencies are funded through the lab fees and the student kit fees. The kit fees include $750 national board fees, uniforms for lab and clinicals, Purdue professional liability insurance, etc…

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

   We utilize the misc. revenue account (DCS course profits), gift account, lab fees, and student kit fees to supplement the $11,000 general fund account. The gift account receives donations from the program director to fund the biannual community advisory board meeting dinners at the IPFW Holiday Inn or on-campus catering.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
All of the healthcare professions are expensive. We are not funded through outside sources. Some of our CHHS programs are partially funded by corporations such as Parkview, because they serve an employment need in the medical profession. This makes sense. IPFW serves the dental profession by providing allied professionals for dentists in our region. Although the dentists do not directly fund our IPFW programs, they employ our graduates, teach in our Neff Hall clinics, and provide clinical settings for our CDA students.

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

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<th>CUL - # of positions needed</th>
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<td>No</td>
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<td>No</td>
<td>Yes</td>
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<td>Faculty Professional Development</td>
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17. If you were to receive the additional resources outlined in question #16, how will they be used?
Our NF 161 dental simulation lab was renovated in 2004. We recently had to fund $15,000 to replace some of the AV equipment, including the receiver and remote control system. This lab is used by all three allied dental programs. Every semester, more than 140 professional students rotate through the CDA simulation lab. This is the only room that is utilized by all three dental programs.

We were told by ASG, the company that IPFW IT employs that we will need to replace more AV equipment, including digital cables and other equipment. This is not surprising considering that technology changes, as well as how much the lab is used throughout the year by the three professional dental programs and our DCS courses spring and summer semesters.

I’m sure there are several campus departments that need additional S&E funding. Through our DCS dental courses, we can continue to cover the replacement of AV such as the ELMO visual presenter, digital receiver, digital cables, etc… We can also cover replacing or repairing dental equipment such as model trimmers, vacuum formers, handpieces, etc…. These lab and clinic equipment cost $600-3,000 each.

Request - $2,000 equipment request for classroom and faculty/staff computers. With recent budget restraints, we have not purchased computers in several years. We hope that the campus, along with IT will create a new computer replacement plan.

Request - $1,000-1,500 per faculty for Faculty Professional Development. For tenure-track faculty or faculty who plan to go up for promotion (tenured and clinical-track), it would be also be nice to find more funding opportunities, like IRSC faculty grants. Unfortunately, clinical-track faculty are not eligible for most faculty grants.

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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?

Due to recent state law changes in the last 10 years, as well as recent legislative bills proposing changes to the Indiana state dental law, the challenge will be to keep up with changes to the curriculum, as well as our dental facilities. We are fortunate to have such strong support from our regional dental community. The general dentists and specialists (Orthodontists, Endodontists, Periodontists, Pediatric Dentists, and Oral Surgeons) contact our department almost weekly with employment opportunities. As more treatment procedures are delegated to allied dental professionals in our state, the more the dental community will need to rely on our IPFW Department to provide additional educational opportunities for past IPFW graduates and the students in the professional program. To meet the challenge, our program will continue to serve the needs of our dental community and our accrediting body, as standards change by providing DCS courses and revising the professional program curriculum as needed. We look forward to the new BSDT degree that should start soon. Currently we advise our CDA graduates for the baccalaureate degree in General Studies and OLS. With the new BSDT degree, we will be able to offer two baccalaureate degrees in dentistry that will serve our region and beyond.

| 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: Timeline – this goal is an ongoing process, as accreditation standards and state laws change frequently. Annual assessment and ADA CODA site visits every 7 years will determine the goal’s outcomes.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

1. Enter a unit goal:

   Collaborate with College of Health and Human Services and IPFW on a new CHHS Building.

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?

   With the new LSA Working Group recommendations we are waiting to see what occurs with Indiana University and Purdue University. Whatever the result, we continue to strive for a new health professions center/building.

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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

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

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

   CHHS believes in our IPFW Strategic Plan, specifically I Foster Student Success, I.C. Increase interdisciplinary and graduate programs. The new health professions center/building will provide additional educational opportunities, as to what we can currently offer students in Neff Hall and Liberal Arts. The new facility will be designed to meet IPFW Strategic Plan Goal 1.

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

   Our Dean continues to pursue this goal.

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

    We are “on hold” until the two Board of Trustees can come to an agreement regarding the future of our campus.

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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?

   Retention/graduation rates and post-graduation success via employer and graduate surveys. Benchmarks include: 100% of students will graduate, 100% will pass national boards, and 100% will become employed, if pursuing employment immediately after graduation.
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?

   N/A

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

   N/A

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

   As with any IPFW buildings, the CHHS center/building will need to be funded via state funding, as well as private donations.

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

The Dean will be providing all of the information in the CHHS proposal.

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: *We hope that the health professional center/building will be built in the next 3-5 years. However, we know we’re on hold until IU and Purdue can come to an agreement at IPFW governance.*

### 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:

   Increase student engagement by providing additional service learning opportunities in the region and beyond.

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?
   Ongoing goal

   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>II.B - Mentoring relationships</td>
<td>Choose an item.</td>
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<tr>
<td>II.C - Community engagement</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</table>

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

High

8. Why is this goal important to your unit, the university or both?
Our accrediting body added a new standard indicating the program must provide students opportunities for service learning activities in the community. Although we offered these types of opportunities in the past, we felt we should provide more experiences, being a healthcare profession that believes in providing dental care in our community, especially the vulnerable populations such as children and elderly.

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

We have identified several regional sites this year for our CDA students. They include:

Spring and Summer I, 2016 - Matthew 25 Dental Clinic (free dentistry for adult patients of Allen County who meet the financial need at 150% poverty level) [http://www.matthew25online.org/](http://www.matthew25online.org/)


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

Our community dentistry faculty continue to identify service learning activities in our region and throughout our state. Last year, Indiana provided the first Mission of Mercy in Indianapolis. MOM provided free dentistry to over 1,200 people over a two day period in April, 2015, with 65% of our CDA students participating with our CDA faculty by providing free dental care at the Indiana Fairgrounds. Treatment included: assisting our faculty and dentists with restorations (fillings) and assisting oral surgeons with extractions. As you can imagine, this type of event requires many people to coordinate. The State of Indiana plans to offer this event every other year [http://indianamom.org/](http://indianamom.org/)
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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?

**Metrics include student reflection journals and feedback from community providers. Based on students and community provider feedback we will assess the current opportunities for the next student cohort.**

| 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?

**The service learning opportunities in our region are not costly. However, when our students participate in state service learning events, such as Mission of Mercy in Indianapolis we will need to have the students apply for IPFW student government funds as they have done in the past, as our CDA students are members of the IPFW Dental Club.**
14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

N/A

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

N/A

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

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<tr>
<th></th>
<th># of positions needed</th>
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<tr>
<td>CUL</td>
<td>N/A</td>
<td>Select Yes/No</td>
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- **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?

N/A
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?

The only challenges or constraints would be difficulty finding service learning opportunities in our region. However, our dental community is extremely giving. I cannot imagine that changing in the future. Matthew 25 Dental Clinic is an excellent example. This free dental clinic is strictly funded by donations and grants. There is no federal or state funding. Our CDA graduates and regional dentists volunteer on a regular basis to provide dental care throughout the year.

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: Ongoing, as the need in our region for dental care is great.
| RUBRIC |
|------------------|----------------------------------|----------------------------------|----------------------------------|
| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

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

---
New Goals for 2015-2016 - #4

1. Enter a unit goal:
   N/A

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.

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

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

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

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

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

Click here to enter text.

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

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

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

CUL - # of positions needed  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.
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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?

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

Click here to choose.

Dates: Click here to enter text.

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

1. Enter a unit goal:
   N/A

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

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

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

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

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

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

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

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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.

| 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:**