Part I

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

   The mission of the Dental Laboratory Technology (DLT) program is to educate qualified individuals for careers as restorative dental technologists. The program is committed to excellence in the theory and practice of dental technology to educate individuals in the fabrication of dental prostheses by prescription authorization of the dentist in a dental laboratory or dental office.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
</tr>
</tbody>
</table>

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

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

   The Bachelor of Science in Dental Technology has been placed on the expedited agenda for March 10th 2016.

   The program was again the recipient of a $5,000 Keystone grant from The Foundation for Dental Laboratory Technology. This grant will be used to grow the CAD/CAM technologies in our program.

   Brooke Pratt received the American Dental Education Association (ADEA) grant. This $1,000 grant will be used to help fund travel costs and fees to attend the ADEA Allied Educators meeting in June 2016. The program also received an equipment grant for the TCS Flexible Denture System. The system and training are worth $5,000 and will help the students learn a new system widely used in the market.

   Jennifer Klepper received the PTC John Ness Memorial Grant. This grant will allow her to attend a $3,000 hands on course over dental anatomy and occlusion.
For the second year in a row, a second year DLT student was selected as the recipient for the American Dental Association Foundation Allied Dental Student Scholarship. Nationally, there are only five DLT students selected each year to receive a $1,000 scholarship.

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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 American Dental Association Commission on Dental Accreditation (ADA CODA)

---

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.

---

Dental Lab Tech - USAP Report Page 3
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.)

N/A

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: N/A

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

Faculty advisors follow a script and a PowerPoint during advising appointments. Documentation is written in student files after interactions with the students. All email correspondence are added to the student files as well.

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.

82% of 2015 DLT graduates are currently working in the field.

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

Continued contact with the students. The program has utilized electronic surveys in the past but plans to use the Destination Survey in the future for more detailed data collection.
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.

N/A

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.

N/A

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

N/A

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

Brooke O. Pratt
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:

   Obtain approval to begin a Bachelor of Science in Dental Technology (BSDT) degree program

2. Status of goal:

   ☐ Completed   ☐ Eliminated   ☐ Modified   ☒ In Process   ☐ New

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

   This goal should officially be completed on March 10th after the ICHE meeting. The transition from and AS to a BS will impact the unit by increasing the number of total students enrolled in the program. We will require a third full time faculty member to cover all courses in the DLT program, as well as advising the incoming students.

   **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></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><strong>1st Plan 2020 Goal</strong></td>
<td>I.E.1</td>
<td>ILC - Community engagement</td>
<td>I.IID - Non-credit enrichment</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>2nd Plan 2020 Goal</strong></td>
<td>I.E.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
<td>I.M.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>
7. Is the unit goal a high, medium or low priority?
   High

8. Why is this goal important to your unit, the university or both?
   The goal of starting the BSDT at IPFW will bring IPFW to the forefront of our industry. IPFW will have the only bachelor degree program for Dental Technology in the country.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   The degree proposal is in its final stages of approval. On March 10th the proposal will be approved by ICHE. The program will take its first cohort of BSDT students starting fall 2017.

10. What action(s) does your unit plan to take to support this unit goal?
    We will continue to increase our recruiting activities in high schools and career center programs as well as reach out to previous graduates of the IPFW DLT program and ADA CODA accredited programs. Previous graduates of CODA programs will be able to complete the degree and receive the BSDT.

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    * Number of Pre-BSDT students
    * Number of BSDT graduates
    * Number of ASDLT graduates completing the BSDT
Are clearly stated performance measures provided for each goal? 
(Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).

<table>
<thead>
<tr>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>The unit provided performance measures but they are not clearly stated.</td>
</tr>
<tr>
<td>Some of the stated performance measures are clearly stated.</td>
</tr>
<tr>
<td>All performance goals are clearly stated.</td>
</tr>
</tbody>
</table>

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

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

Partial

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

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?

The program will require a 3rd full time faculty member. Until that time, the program will be utilizing multiple LTLs or the two full time faculty members will need to teach in overload.

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  $$: 58,700
  Non Recurring  No  $$: 0

S & E — Recurring  No  $$: 0
  Non Recurring  No  $$: 0

Equipment — Recurring  No  $$: 0
  Non Recurring  No  $$: 0

Other: Describe:  N/A

Other — Recurring  No  $$: 0
  Non Recurring  No  $$: 0

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

Resources will be used to pay a new full time faculty member.

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

N/A

| 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?

1-2 years

Dates: Program will be approved March 10th 2016. First BSDT Cohort will start Fall 2017. New full time faculty member will need to be hired no later than Fall 2018.

| 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:

   Build new laboratories and work spaces with updated equipment and technologies

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?

   N/A

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

<table>
<thead>
<tr>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>II.C - Community engagement</td>
<td>III.A - Collaborations and research</td>
</tr>
<tr>
<td><strong>2nd Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>III.D - Non-credit enrichment</td>
</tr>
<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

High

8. Why is this goal important to your unit, the university or both?
Increasing the working space from in our laboratories will allow for the increase of students to have the appropriate time in the laboratory to complete all laboratory work associated with the program. The program will eventually need to 20 person labs that can be used simultaneously. We currently can only hold one laboratory course at a time.

The two smaller laboratories are not large enough to hold a full class. The two labs will need to be combined and have a new overflow/specialty lab added or we will need a new 20 person lab built.

Storage space and locker room space will need to be found or added by summer 2019. Fall 2019 will have a maximum capacity of 60 students and only have locker room space for 40.

Adding work stations will allow the program to offer Continuing Education Courses for current professionals.

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

   Work to update the laboratory is slated for summer 2016. Details have not been shared with the program at this time.

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

   We will continue to apply for yearly grants through the Foundation for Dental Laboratory Technology. Grants up to $5000 are awarded to up to three programs a year. Other material and equipment grants become available occasionally through the Foundation.

   Work with IPFW and CHHS to find usable spaces for laboratory courses, storage and locker rooms until new facilities can be built. If new spaces are built, we will need to purchase new laboratory benches.

   Plan to offer CE Courses to the public for a small fee. Income may be used to purchase new computers and A/V system.
**RUBRIC**

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

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

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

   Fall 2017 – New laboratory space located or built/renovated.

   Summer 2018 – New A/V system to replace 14 year old analog system.

   Fall 2018 – Renovation or building of locker room and storage spaces for the increase of DLT students.

**RUBRIC**

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

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

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

   No

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

   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?

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.

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>Benefited</th>
<th>S &amp; W — Recurring</th>
<th>$$: 0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non Recurring</td>
<td>$$: 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>$$: 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>$$: 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non Recurring</td>
<td>$$: 32,000</td>
</tr>
</tbody>
</table>

Other: Describe: New laboratory benches and lockers will need to be purchased

<table>
<thead>
<tr>
<th>Equipment — Recurring</th>
<th>$$: 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurring</td>
<td></td>
</tr>
<tr>
<td>Non Recurring</td>
<td>$$: 30,000</td>
</tr>
</tbody>
</table>

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

The new benches and lockers will be used for instruction and storage. New equipment for a new A/V system in Neff 160 has been estimated at $32,000.
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?

Space limitations in Neff Hall.

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: Fall 2019
<table>
<thead>
<tr>
<th>RUBRIC</th>
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</thead>
<tbody>
<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
</tr>
<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>
<tr>
<td><strong>TASK FORCE COMMENTS AND/OR QUESTIONS:</strong></td>
</tr>
</tbody>
</table>


New Goals for 2015-2016 - #1

1. Enter a unit goal:
   Implement BSDT degree

2. Status of goal:
   - [ ] Completed  
   - [ ] Eliminated  
   - [ ] Modified  
   - [x] In Process  
   - [ ] New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   N/A
   **If this goal was completed, skip to the next goal.**

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

5. Type of goal:
   - [x] Create/Develop  
   - [ ] Eliminate/Discontinue  
   - [x] 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.

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
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<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.E.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.M.3</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>I.M.5</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

High

8. Why is this goal important to your unit, the university or both?
After the final approval from ICHE, IPFW will have the only Bachelor degree in dental technology in the country. We must enhance and improve the curriculum so we become the leader in higher education for dental technology.

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

Spring 2016 started the first group in one of the new courses being added to the BSDT. The course will continue to be developed with the help of laboratory owners. The needs assessment survey will help us to determine what our students need to learn about the laboratory business.

Several laboratory owners and companies have voiced interest in helping us develop the new implants course being added to the curriculum. We are currently working on the learning objectives and course requirements.

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

Working with IPFW and CHHS on hiring a third full time faculty member to help with the extra teaching load and advising requirements.

Increasing recruiting activities to promote the program.

We are working with Core3d in the development of a CAD program. This partnership will increase the opportunities students will have to work with the technology as well as regional laboratory owners. It will also increase the number of times IPFW will offer CE course to the industry.

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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?

Number of pre-BSDT students
Retention rate of BSDT students

Number of students graduating with the BSDT

| 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?
   
   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?
   
   Current LTLs and Full Time Faculty will need to increase their teaching loads.

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 $58,700
   Non Recurring No $0

S & E — Recurring No $0
   Non Recurring No $0

Equipment — Recurring No $0
   Non Recurring No $0

Other: Describe: N/A

Other — Recurring No $0
   Non Recurring No $0

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

Resources will be used to hire a new full time faculty member to help with the increase in credit hours and advising needs.
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?

N/A

| 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?

1-2 years

Dates:  Fall 2017 – Start first BSDT cohort

| 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 - #2

1. Enter a unit goal:
   Develop a CAD/CAM 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?
   N/A
   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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<tbody>
<tr>
<td></td>
<td>I.A.1</td>
<td>II.C - Community engagement</td>
<td>III.A - Collaborations and research</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.B.1</td>
<td>II.M.2</td>
<td>III.D - Non-credit enrichment</td>
<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.E.4</td>
<td>Choose an item.</td>
<td>III.M.2</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

High

8. Why is this goal important to your unit, the university or both?
The industry is rapidly growing in the field of CAD/CAM technologies. In order to be a leader in education for dental technology, we must build our CAD/CAM program. This will greatly increase job opportunities for graduates.

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

In 2014 we purchased a Dental Wings Scanner for $15,000. In 2015, we received a $5,000 grant to use towards the purchase of new computers to add stations for the CAD system. The program is currently working with the Core3d Company to bring training to IPFW for the 3shape CAD system.

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

Continue working with Core3d, continue applying for yearly grants to support the costs of growing the CAD program, work with the DLT Advisory Committee to find other opportunities to grow the program and determine other funding sources.

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

Purchase new computers with 2015 Foundation Grant money to use with our current Dental Wings Scanner and expand our CAD program.

Number of new stations added per year – add two per year until we have 10 student stations

Number of Continue Education Course offered per year

Number of CAD/CAM jobs obtained by graduates
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?

   Pending on future grant acquisitions, we will be able to add 2-5 new stations to the current CAD system per year.

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

   CUL - # of positions needed 0
   Benefited  No
17. If you were to receive the additional resources outlined in question #16, how will they be used?

20,000 would be used towards a second scanner and 3-5 computer stations. The recurring 1,500 would pay for the annual licensing fee for the new machine. We are already paying 1,500 yearly for the current machine and will find it difficult to move around enough money to pay for two licensing fees each year. If we are able to get with a company who is willing to donate a new scanner we will save the large expense but still be required to pay the licensing fee.

RUBRIC

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<th>Budget plan is included but is not clearly stated.</th>
<th>Goal has a clearly stated budget plan.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Storage room for new equipment and computers. Our current system is in Neff 112 and we will soon run out of counter space for all of the different systems currently being utilized in that space.

| 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: 2018 – 2nd scanner installed

| 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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<td>Choose an item.</td>
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<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</table>

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.
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?

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. |

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</table>
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.

| 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?

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  
$\$: Select Yes/No  
Non Recurring  
$\$: Select Yes/No  

S & E — Recurring  
$\$: Select Yes/No  
Non Recurring  
$\$: Select Yes/No  

Equipment — Recurring  
$\$: Select Yes/No  
Non Recurring  
$\$: Select Yes/No  

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. |

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 - #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>
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</tbody>
</table>

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<thead>
<tr>
<th>2nd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<thead>
<tr>
<th>3rd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></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.

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

Click here to enter text.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td>Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).</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?

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>Benefited</th>
<th>S &amp; W — Recurring</th>
<th>S &amp; E — Recurring</th>
<th>Equipment — Recurring</th>
<th>Other: Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select Yes/No</td>
<td>Select Yes/No</td>
<td>Select Yes/No</td>
<td>Select Yes/No</td>
<td>Describe</td>
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<tr>
<td></td>
<td>$$: Click here to enter amount.</td>
<td>$$: Click here to enter amount.</td>
<td>$$: Click here to enter amount.</td>
<td>$$: Click here to enter amount.</td>
<td>Click here to enter text.</td>
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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.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

| 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:**