2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne

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

The Department of History engages in a wide variety of student-focused and faculty-focused activities that support the mission of the university.

**Students:** The Department of History prides itself on offering IPFW students high-quality instruction based on sound pedagogy, up-to-date disciplinary research, and the use of high-impact instructional practices. Unlike many departments, which, especially at the upper levels, primarily teach classes to their majors, most History courses enroll a mix of majors, minors, and non-major students who take our classes to fulfill requirements (General Education requirements, COAS college-level requirements, Education department requirements, etc.) or out of general interest. The mix of students present in almost all of our classes means that we have a special responsibility to offer educational experiences that both advance the learning, skills, and expertise of our majors, while also being accessible and beneficial for non-specialist students. One of the critical ways that we do this is by prioritizing both the acquisition of content knowledge but also the development of skills that transcend just the study of history. These skills include written and oral communication, critical thinking, problem solving, and information literacy and evaluation. All of our majors are exposed to multiple high-impact instructional practices, including common intellectual experiences, and the undertaking of significant self-designed research projects.

Outside of the classroom, we strive to provide our students with a variety of learning and professional experiences that greatly enhance the overall quality of their IPFW education. Every year the department sponsors our Undergraduate History Conference, at which more than a dozen students present their research in a professional setting. These students gain conference experience, but also develop closer relationships with faculty mentors as they work to transform research papers into formal presentations. We also actively encourage our students to participate in the annual student Research and Creative Endeavor Symposium. Several faculty members have worked with students as research assistants, to help write professional articles and reference works, as editorial assistants for work on professional journals, and we have many students who have pursued history-related internships (both paid and unpaid) in the Fort Wayne community.

**Faculty:** The faculty of the Department of History help to advance the mission of the
University in a variety of ways beyond the critically important work that they do with students. Perhaps the most important work that faculty do is their ongoing engagement as productive scholars in their areas of expertise. As the accomplishments outlined in question 2 make clear, our faculty are engaged in important historical research projects; regularly present at local, national, and international conferences; and are publishing the results of their research as articles, book chapters, and books with impressive frequency. Beyond the laudable goal of creating and advancing disciplinary knowledge, and beyond the highly positive impact that this research has on our teaching, these endeavors help to establish and improve the reputation of IPFW both in the United States and around the world. History faculty are also amongst the most active at the university when it comes to sharing their disciplinary expertise with the IPFW and Fort Wayne communities through on- and off-campus presentations and interviews.

History faculty are also amongst the most dedicated to service that you will find on campus. While some might question the relationship of service activities to IPFW's mission, service to IPFW and to the historical profession advance the university in multiple ways. Our faculty play integral roles in university governance, advising students and student groups, as the director of the Honors Program, as frequent peer readers and book reviewers, and as the editor of one journal and the book review editor of another. These activities make IPFW a better place for faculty to teach and research, for students to learn, and increase the profile of IPFW within disciplinary and interdisciplinary communities.

In question 2, you will find a more specific listing and discussion of activities undertaken by History students and faculty in support of the mission of the university and Plan 2020. This discussion is organized around the four primary goals of Plan 2020.

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

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

Our answer is organized according to the four major goals identified in Plan 2020: 1) foster student success; 2) promote the creation, integration and application of knowledge; 3) serve as a regional intellectual, cultural, and economic hub for global competitiveness; and 4) create a stronger university through improving the support of stakeholders and the quality and efficiency of the organization. Each section is divided into two parts: a) narrative points; and b) supporting data.

Accomplishments that Contribute to Plan 2020

Foster Student Success: Narrative Points

The department is very dedicated to serving its majors and IPFW students more broadly, and is engaged in a wide range of activities and endeavors to foster student success:

- The department promotes student research and writing, high impact learning experiences, in its curriculum: most upper-level classes require a research paper (typically 10-15 pages in length); some faculty members have incorporated “research workshops” into their classes; all History majors are required to take H217, a sophomore-year historical research and writing class; all seniors are required to take J495, a capstone seminar in which students produce a 25-30 page research paper. Finally, an annual award is given to the best research paper by a History major, the Sharon Alt Piepenbrink Award.

- Promoting student research and extracurricular activities by sponsoring the Annual Undergraduate History Conference, and guiding and mentoring students who present papers at it. For details see #3 below.

- With the guidance of faculty mentors, several of our majors have presented research completed in IPFW History classes at academic conferences at other universities.

- Along with mentoring our majors, the department is also very involved in promoting the research of IPFW students more broadly. One way this is done is by the department’s participation in the Honors Program. One faculty member (Ann Livschiz) serves as Honors Program Director. Another serves as Chair of the Honors Program Council. Most faculty members offer H-Options in their classes. And some classes (e.g., H125 & H113) have Honors sections. Finally, several faculty members serve as mentors to Honors students, which entails directing a student’s honors thesis. In addition to the Honors Program, faculty members have promoted IPFW students’ research by working with the Chapman Scholarship Program, serving on the organizing committee for the Annual Research and Creative Endeavor Poster Symposium, and by organizing the Undergraduate Research in the Humanities Working Group.

- Foster student success through curriculum development. The department is regularly developing new courses (content and delivery methods) to improve
retention, learning experiences, and graduation rates. Based on need and student demand, faculty members have developed new classes. For example, we recently added a new required class for History majors, H125 (Great Debates: An Introduction to Historical Communication). This first-year class supplements our second-year required writing class (H217: The Nature of History) and our capstone senior seminar (J495). These three required classes enhance student success by providing a “common intellectual experience” for our majors. Another aspect of curriculum development is related to course delivery methods and teaching strategies. To improve in these areas department members attend and participate in CELT workshops and the CELT annual teaching conference. To make access to classes wider, we offer a range of delivery methods, including regular face-to-face classes, hybrid classes, and distance learning classes.

- Implementing advising strategies to enhance the quality of advising, and improve retention and graduation rates for History majors and minors. The department strongly encourages individual advising sessions for students; the department keeps track of its majors and their progress, and offers guidance to help students succeed. The department offers a range of workshops for its majors on topics such as applying to graduate school and resume writings. Additionally, in collaboration with the Career Placement Office, the department has organized panels of local employers to help students’ transition to the workforce after graduation.

- Extracurricular Activities: the department has an active internship program; the annual undergraduate History Conference; the entire book review operation for the academic journal Enterprise and Society is housed in the History Department at IPFW (see more on this below), and two students have paid positions as book review editor assistants. The journal publishes approximately 60-70 reviews each year.

- Faculty promotion of student publications. Faculty co-author works with students and mentor students to aid them to publish their own research. Results: 2 co-authored forthcoming encyclopedia articles; faculty mentors have helped History majors to successfully place their research in student publication outlets; faculty have mentored History majors who have gone on to earn MA degrees. With opportunities provided by faculty, these advanced students have published book reviews and a book review essay in Enterprise and Society.

- Faculty involvement in the Liberal Studies Masters Program. Faculty members have taught Liberal Studies classes, provided students with guidance on the MA thesis, have taught independent studies, and have allowed Liberal Studies students to enroll in their classes for graduate credit.

- All full-time faculty members teach General Education classes, including both halves of the U.S. History survey (H105 and H106), both halves of the Western Civilization survey (H113 and H114), World History (H232), a course on oral communication (H125), and a variety of capstone courses.
Foster Student Success: Supporting Data

STUDENT-FACULTY COLLABORATIONS: PUBLICATIONS


STUDENT-FACULTY COLLABORATIONS: RESEARCH

- Deborah Bauer: Hired two students to help do research for background for new work on a history of French presence in Madagascar at end of the 19th century
- Deborah Bauer: H-option with student Megan Stoffer for History of Espionage class
- Deborah Bauer: Research work for additional credits with Britney Fullmer for History of Espionage class. Fullmer intends to develop research into an article
- Deborah Bauer: Faculty advisor for Britney Fullmer, who presented “Was the Reign of Terror Necessary?” at the 7th Annual Undergraduate History Conference
- Christine Erickson: Faculty advisor for Andrew Hakes, who presented “The Deterioration of US-Cuban Relations: Eisenhower, Batista, Castro, and JFK” at the 7th Annual Undergraduate History Conference
- Christine Erickson: Faculty advisor for Aaron Ostermeyer, who presented “The Politics Over Medicare” at the 7th Annual Undergraduate History Conference
- Chris Erickson: Faculty mentor for Evan Frauhiger’s Honors Thesis (“The Legacy of the Nuremberg Trials: An International Double Standard”)
- Chris Erickson: Adviser for Britney Fullmer’s internship at Allen County Public Library, Lincoln Collection
- Chris Erickson: Presenter of History Awards at Honors Banquet
- Chris Erickson: Interview with Britney Mattes re: JFK assassination for ENG W233
- Suzanne LaVere: Oversaw papers and presentations of three students for the 7th Annual Undergraduate History Conference
- Suzanne LaVere: Faculty mentor to Sara Jackson’s Honors Project on Magna Carta
- Suzanne LaVere: Faculty mentor for Andrew Hakes’ poster, Student Research and Creative Endeavor Symposium
- Ann Livschiz: Faculty advisor for Rachel Habegger, who presented “Lysenkoism: A Triumph of Soviet Science” at the 7th Annual Undergraduate History Conference
- Ann Livschiz: Faculty advisor for Shawn Burns, who presented “Khrushchev’s Yugoslavia Gambit and the Forces Compelling His Decision” at the 7th Annual Undergraduate History Conference
- Ann Livschiz: Faculty mentor for Rachel Habbeger’s poster, Research and Creative Endeavor Symposium
- David Schuster: Faculty mentor for Megan Stoffer, who presented “Four Conditional Freedoms” at the 7th Annual Undergraduate History Conference
- David Schuster: Faculty mentor for Brandon Perry, who presented “Interpreting American Citizenship in the Mid-Twentieth Century” at the 7th Annual Undergraduate History Conference
- Richard Weiner: Faculty mentor for Alexander Allison’s Honors Thesis, “To Save Chile: The Nixon Administration’s Efforts to Exacerbate Preexisting Fissures in Allende’s Chile”

STUDENT-FACULTY COLLABORATIONS: WRITING AND JOURNAL EDITING
- David Schuster, Writing mentor for student Fyodor Wheeler for H106 (via Office of Diversity and Multicultural Affairs).
- Richard Weiner, Associate Editor of Reviews for Enterprise and Society, employs History majors Jessica Cortesi and Cody Fuelling as book review editor assistants.

Promote the Creation, Integration and Application of Knowledge: Narrative Points
The department is very committed to scholarly research and service to the history profession, and faculty are actively engaged in numerous activities in these realms:
- Faculty are active scholars who publish books, journal articles, book chapters, edited volumes, encyclopedia articles, etc.
- Faculty are awarded internal and external research grants to carry out research in the U.S. and abroad, including New Frontiers Grants, National Endowment for the Humanities Grants, and an A.W. Mellon Fellowship.
- Faculty regularly present their research at national and international conferences, sometimes as invited speakers.
- Faculty service to the profession: a faculty member served on a journal editorial board; faculty members held the position of book review editor on two academic journals; several faculty members reviewed article and manuscript submissions for journals and academic presses; a faculty member helped translate an article; faculty published 10 book reviews; and 3 (forthcoming) encyclopedia articles.

Promote the Creation, Integration and Application of Knowledge: Supporting Data
FACULTY BOOKS
• Richard Weiner, Francisco Altable, Edward Beatty, and José Enrique Covarrubias, *El mito de una riqueza proverbial. Ideas, utopías y proyectos económicos en torno a México en los siglos XVIII y XIX* (Mexico City: Universidad Nacional Autónoma de México, Instituto de Investigaciones Históricas, 2015).

FACULTY ARTICLES/BOOK CHAPTERS

FACULTY ENCYCLOPEDIA ARTICLES

FACULTY BOOK REVIEWS

FACULTY PRESENTATIONS AT ACADEMIC CONFERENCES
• Chris Erickson, “‘Your Grand Dragon is Counting on You’: Lewis Terwilliger and the Montana Ku Klux Klan during the 1920s,” Western History Association Conference, Portland, OR, October 2015
• Suzanne LaVere, “‘A Priest Is Not a Free Person’: Condemning Clerical Sins and Upholding Higher Moral Standards in the Gemma Ecclesiastica,” New Perspectives on Gerald of Wales, Harvard University, Cambridge, MA, April 2015


• David Schuster, Commentator, “Politicizing Bodies: Death, Disease, and the State” at the International Graduate Historical Studies Conference, Central Michigan University, March 2015

• David Schuster, Led seminar via Skype on his book Neurasthenic Nation for a class at Colorado State University, Pueblo, November 2015

• Richard Weiner, “Attacking the legal mechanisms of colonial economic exploitation: Alexander von Humboldt’s critique of mercantilism,” Midwest Latin American History Workshop, University of Illinois at Urbana-Champaign, April 2015

• Richard Weiner, “Politics and Culture: Influences in Humboldt’s appraisal of Mexico’s Natural Wealth,” AMHE, Terceras Jornadas de Historia Económica, Mexico City, February 2015

FACULTY SERVICE AS REFEREE FOR ACADEMIC JOURNALS

• Jeffrey Malanson, Article Referee for two submissions to the Journal of the Early Republic.

• David Schuster, Article Referee, Journal of Women’s History

• Richard Weiner, Article Referee, Geopolítica(s): Revista de Estudios sobre Espacio y Poder

FACULTY JOURNAL EDITING

• Jeffrey Malanson, Editor-in-Chief, Clio: A Journal of Literature, History, and the Philosophy of History

• Richard Weiner, Associate Editor of Reviews, Enterprise and Society: The International Journal of Business History

FACULTY RESEARCH GRANTS AND AWARDS

• Deborah Bauer, IPFW Summer Grant

• Chris Erickson, Senior IPFW Summer Grant

Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness: Narrative Points

Members of the department are very dedicated citizens of the university and the community. Thus, the department significantly enhances the intellectual culture of IPFW
and the Fort Wayne community in numerous ways:

- The annual event (2016 was our 8th conference) has several panels, over a dozen presenters. The event is well attended by students, family members, community members, and IPFW faculty. It is also taped and aired by CATV.

- The department played a very significant role in the UC2 program (University-Community Conversation), which brought the Fort Wayne community and IPFW together (IPFW planned and hosted almost 30 events over a three-year period, which wrapped up in Spring 2015). One faculty member served as UC2 director, and was involved in the organizing process, as a moderator, and as a panel organizer and participant. Other department members served on the UC2 steering committee, and helped organized UC2 events and panels. Most faculty members participated as panelists on UC2 events.

- The department has been very active in the Omnibus Lecture Series. Faculty members serve on the organizing committee. Faculty members have organized, moderated and participated on panels with Omnibus lecturers. Omnibus lecturers have given presentations in more than one History class. Faculty have taught special classes associated with the Lecture Series. Faculty members have introduced lecturers when they deliver their public lecture.

- Faculty are very visible in IPFW forums, etc.: Faculty routinely organize panels on current issues and events, serve as participants on those panels, and participate in IPFW-Community activities as presenters (several faculty presented for the “Hot Topics” series that brought senior citizens to IPFW). Faculty give presentations as part of IPFW-wide sponsored events (e.g., “First Mondays”; Anthropology Club Lectures; University Democrats and Young Americans for Liberty; The Political Science Club; The IPFW Democracy Project, etc.). A department member is director of the College of Arts and Sciences Working Papers Series, a lively informal forum in which COAS faculty members present research to their peers.

- The department was involved in an educational program with Fort Wayne Community Schools to train High school teachers in the area of American History, financed by a “We the People” Grant. One faculty member served as coordinator for the department. Three other faculty members taught seminars on various aspects of American history to FWCS teachers.

- The department is very active in the Fort Wayne community. Faculty serve as board members in the community (e.g., members on boards of the History Center and the Institute for Holocaust and Genocide Studies). Faculty also frequently give presentations in community organizations, including the Fort Wayne International Affairs Forum, the Rotary Club, and others. Faculty members have also helped found community organizations. For example, a department member co-founded the Fort Wayne Area Seminar in American History with a professor of History at Huntington University (further, department members have presented their research at this area...
scholarly organization). Faculty members have served as judges in local high school competitions in subject areas such as debate and history.

- Department members have contributed to the local news and media. One faculty member co-hosted “Required Viewing: Trends in Current Events,” the monthly current events program aired on CATV. About a dozen episodes were broadcast on CATV. Faculty members have written editorials for local papers and been interviewed by the Fort Wayne Journal Gazette. A faculty member has been a panelist on the “WBOI Presents” program.

- A department member is Editor-in-Chief, Clio: A Journal of Literature, History, and the Philosophy of History, an interdisciplinary peer-reviewed academic journal housed at IPFW. Another department member is Associate Editor for Reviews for Enterprise and Society, the quarterly academic journal of the Business History Conference, published by Cambridge University Press. All aspects of the book review process are housed at IPFW. The Associate Editor requests books for review from publishers, and they are sent to IPFW. The Associate Editor finds reviewers for the books, and the books are then shipped from IPFW to the reviewers (some books are shipped abroad). The Associate Editor works with the production team at Cambridge, located in NYC, the journal editor (Andrew Popp in the UK), and the journal’s managing editors (at the Hagley Museum in Delaware).

- Faculty presentations of their research at IPFW and the Fort Wayne community: faculty members made over 30 presentations in their areas of expertise in the Fort Wayne area.

Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness: Supporting Data

ANNUAL UNDERGRADUATE HISTORY CONFERENCE

The 7th Annual Undergraduate History Conference was held on Saturday, April 18, 2015, in the Helmke Library Learning Common. Twelve students presented their research.

ON-CAMPUS PRESENTATIONS BY FACULTY

- Suzanne LaVere, “Manuscripts and Paleography,” Poster presented at Science and Society at IPFW (SASI), November 2015
- Suzanne LaVere, Organizer, “Magna Carta at 800: Texts and Contexts,” Panel discussion featuring local attorney James Fenton and IPFW student Sara Jackson presenting her Honors research, November 2015
• Ann Livschiz, Panelist, “Global Crisis, Local Action: Syrian Refugees and the Fort Wayne Community,” December 2015
• Ann Livschiz, Co-Organizer and Panelist, “Voting: Right, Privilege, or Burden?,” November 2015
• Ann Livschiz, Co-Organizer and Panelist, “Refugee Crisis: What Has History Taught Us?,” September 2015
• Ann Livschiz, Co-Organizer and Panelist, “Revolutions,” April 2015
• Ann Livschiz, Co-Organizer and Panelist, “Putin’s Escapades: Why has he done what he has done and what will he do next?,” February 2015
• Jeffrey Malanson, “Religion and the Founding Fathers,” IPFW University Religious Forum, September 2015
• Jeffrey Malanson, “The Uses and Misuses of the Past,” IPFW Anthropology Club Luncheon Lecture Series, April 2015
• Richard Weiner, “Is Mexico naturally rich or poor? It’s a matter of perspective,” IPFW Anthropology Club Luncheon Lecture Series, November 2015

LOCAL COMMUNITY PRESENTATIONS BY FACULTY
• Ben Gates, Moderated a CLE Panel Discussion (with Judge Paul Mathias and Judge Craig Bobay) of the 800th Anniversary of Magna Carta for the Allen County Bar Association Law Day at the Grand Wayne Center in Fort Wayne, June 2015
• Ben Gates, Spoke at Spiritual Retreat for the United Methodist Women of Leo United Methodist Church on “The Historical and Societal Plight of the Roma People of Eastern Europe,” June 2015
• Ben Gates, Lectured at the United Methodist Church South District meeting of the United Methodist Women at New Hope United Methodist Church in Salem, IN on “The Historical and Societal Plight of the Roma People of Eastern Europe,” August 2015
• Ben Gates, Spoke for the United Methodist Women of Taylor Chapel United Methodist Church in Fort Wayne on issues confronting the historical, political, economic and religious problems of the Roma People of Eastern Europe, November 2015
• Ben Gates, Judged the “We The People” Middle School District competition for the Fort Wayne area, April 2015
• Ben Gates, Judged the practice sessions of the “We the People” team/class at Homestead High School as they prepared to compete at the state contest, December 2015
• Suzanne LaVere, “Manuscripts and Paleography,” Poster presented at the Portal to the Public Program at Science Central, November 2015
• David, Schuster, Guest lecturer on the Harlem Renaissance to the Goshen Boys & Girls Club for Black History Month, February 2015
- David Schuster, Guest lecturer on the Gilded Age, Advanced Placement U.S. History class (Robert Haddad, teacher), New Tech High School, February 2015
- David Schuster, Guest lecturer on “Historical Context of To Kill a Mockingbird,” American Culture and Debate class (Sheyann Pace, teacher), New Tech High School, November 2015

Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization: Narrative Points
The department plays a significant role in the endeavor to create a vital university owing to its outstanding record of service, as illustrated by faculty members’ involvement in faculty governance and service to the university, college and department. All History faculty play a role these capacities, some members’ roles are truly extraordinary.
- The Department currently has a department member serving on the Faculty Senate, and one member serves as Parliamentarian. As noted above, the department plays a very significant role in managing the Honors Program. A member of the department is Campus Minister.
- Faculty members serve on numerous committees on all levels (college, university, and system-wide), many of which are very significant. The list of committees History faculty serve on, included below, provides a sense of the department’s tremendous role in enhancing the efficiency and organization of IPFW via service work.

Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization: Supporting Data
FACULTY SERVICE AWARDS
- Christine Erickson was awarded the Downs-Hollander Service Award in 2015
- Ann Livschiz was awarded the Bruening Advising Award in 2015

COMMITTEES THAT HISTORY FACULTY SERVE ON
- IU Board of Review Member
- Senate Curriculum Committee
- Senate Educational Policy Committee
- Senate Executive Committee
- Senate Student Affairs Committee
- Senate University Resources Policy Committee
- Senate Budgetary Affairs Subcommittee
- Senate Curriculum Review Subcommittee
- Senate General Education Subcommittee
- Senate Grade Appeals Subcommittee
- Senate Library Subcommittee
- Senate Promotion & Tenure Task Force
- Senate Ad-Hoc Committee on Committees and Subcommittees
- Senate Parliamentarian
- COAS Council
- COAS Executive Committee
- COAS Faculty Affairs Committee
- COAS Nominations and Elections Committee
- COAS Promotion & Tenure Committee
- Women’s Studies Executive Committee
- Women’s Studies Program Committee
- Women’s Studies Research Paper Awards Committee
- Chapman Scholars Advisory Committee
- Withers Scholars Committee
- Indiana University Historic Preservation Committee
- IPFW Committee to revise the IPFW Faculty Misconduct Policy
- Search Committee for Director of Budget and Planning
- Search Committee for COAS Dean
- Helmke Library Learning Commons Council Member
- Honors Program Council Member
- Teacher Education Council Member
- Division I Athletics Taskforce
- Childcare Taskforce

### RUBRIC

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<th><strong>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)</strong></th>
<th><strong>The unit did not provide evidence that accomplishments align with the mission of the University.</strong></th>
<th><strong>The unit provided evidence that accomplishments somewhat align with the mission of the University.</strong></th>
<th><strong>The unit provided evidence that accomplishments align closely with the mission of the University.</strong></th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:
3. What program-specific accreditations or federal & state laws impact what you do?

None.

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

| **TASK FORCE COMMENTS AND/OR QUESTIONS:** |
|---|---|---|
| **To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?** | The unit did not address this question. | The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact. | The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact. |

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

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

Our number of majors and overall delivery of credit hours is down in recent years with the decline in enrollment across the university, but our number of minors has been steadily rising and we have been performing well in recent years at moving students through the program to graduation.

There is an important qualitative component that must be kept in mind when contextualizing our credit-hour delivery compared to many other departments across the university and within the College of Arts Sciences in particular. Other than History and Education (depending on a student’s particular degree and specialization), there are no other programs on campus that require their majors to take History courses. All of the Natural Sciences departments within COAS (BIOL, CHEM, GEOS, MATH, and PHYS) are required to take courses in each others’ departments; students in Engineering are required to take PHYS courses; students in Nursing are required to take BIOL, CHEM, and either SOC or ANTH courses; students in Business are required to take PSY 120/SOC 161 and PHIL 111; virtually every student is required to take MATH (or STAT), ENG, and...
COM courses; every COAS student has to take up to 14 credit hours in ILCS; and the list could go on. This means that many departments benefit from the requirements of outside departments in ways that History does not, which means that History does not have the structural advantage (or at least the safety net) of other departments when it comes to credit-hour delivery.

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

☒ Faculty ☐ Peer ☐ Professional ☐ N/A

6. Are your students required to meet with an advisor each semester?

No

Comments: Students are contacted every semester and are strongly encouraged to meet with their advisors before registering for courses, but we do not mandate advising as a pre-requisite for registration. Experiments with such a system many year ago proved to place too great a burden on our then-department secretary, and did not significantly increase the number of students who came in for advising.

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

We do not currently have an advising manual that faculty use, but we do have advising practices that are followed each semester. Beyond sending out emails encouraging ongoing majors to come in for advising and providing them with the necessary information about advising and registration, we also:

- Contact all prospective students and students who switch majors, etc.
- Contact each student if they drop after the first week to make sure they are okay
- Send congratulations to students on successful semester completion
- Contact students if they do not register during priority registration to make sure they are okay
- Contact students who sign up for the wrong classes to encourage them to make changes to their schedule to ensure they remain on the best path to completion
- Send students emails with information that is relevant to them (scholarships, programs, etc.)
8. Do you collect employment data for your graduates?

No

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

N/A

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

N/A

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](http://www.ipfw.edu/microsites/usap/destination-survey/index.html).

The number of responses received does not constitute a statistically significant sample on which to draw conclusions about job placements. Only 7 out of 13 graduates from the class of 2015 completed the survey; although we do not formally track our graduates, anecdotally we can report that at least three students went on to graduate school (two are attending law school and one is attending medical school). One recent graduate is also a finalist for a Fulbright Scholarship. Several students who may not have been employed when the destination survey was distributed have also obtained employment or have moved from part-time to full-time employment.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit: [http://www.ipfw.edu/microsites/usap/employment-outlook/index.html](http://www.ipfw.edu/microsites/usap/employment-outlook/index.html).

The Employment Data Report reveals that students earning a B.A. in History are well prepared to enter the workforce and obtain jobs that are currently in demand and will continue to be in demand. While it is true that many of our graduates do not pursue jobs in the relatively narrow field of “history,” the skills they develop as part of their History degree prepare them for employment in a wide variety of fields. What is more,
many of our graduates, either immediately after graduating or after having been in the workforce for one or more years, go on to earn additional education in fields such as Law, History, Political Science, Sociology, Theology, Medicine, and Library Sciences (to name only the graduate school pursuits of recent graduates).

One correction/clarification from the Employment Data Report: the Report states that History has conferred 71 certificates since 2003; however, Institutional Research has determined that these certificates were actually conferred by the Gerontology program and that the data was simply misreported.

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

Comments were extremely brief and not overly constructive in helping us to develop more appropriate goals and metrics moving forward. The recommendation that the department hire LTLs capable of teaching courses on Asian and African history were also inappropriate given that they came in response to a goal about internationalizing our curriculum over the long term. It is impossible to build a high-quality, sustainable curriculum on the backs of temporary labor.

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

Richard Weiner and Jeffrey Malanson.
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:

   The Department of History will serve as a regional intellectual center.

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:  USAP’s focus on strictly quantitative metrics makes goals that are more qualitative in nature nearly impossible to pursue. A goal of expanding the Annual Undergraduate History Conference is laudable and ambitious, yet it would be nonsensical to establish arbitrary measures of what constitutes worthwhile expansion. The faculty of the Department of History are arguably the most active on campus when it comes to participation in intellectual programming, yet, again, arbitrary quantitative measures do not adequately encapsulate the value of these efforts.

   **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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| 2nd Plan 2020 Goal |
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| Choose an item.     | Choose an item. | Choose an item. | Choose an item. |

| 3rd Plan 2020 Goal |
|--------------------|----------------|---------------|--------------|--------------|
| Choose an item.     | Choose an item. | Choose an item. | Choose an item. |
7. Is the unit goal a high, medium or low priority?
   Click here to choose.

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

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

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

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<td>Do the unit goals align with the University’s goals?</td>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    Click here to enter text.
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

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

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

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

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<td>Goal has a clearly stated budget plan.</td>
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18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?
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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:**
Goal 2

1. Enter a unit goal:

   Provide History Majors with High Impact Advising Experiences

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: This goal was combined with our goal on high-impact learning experiences to develop our new goal on retention.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  Select Yes/No

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

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

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

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

Click here to enter text.

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

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

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

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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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<td>Are time frames included for each performance measure (metric)?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:

Provide history majors with high impact learning experiences

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:  This goal was combined with our goal on high-impact advising to develop our new goal on retention.

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

5. Type of goal:

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

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

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

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

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

Click here to choose.

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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.

CUL - # of positions needed

Benefited

S & W — Recurring

Non Recurring

S & E — Recurring

Non Recurring

Equipment — Recurring

Non Recurring

Other: Describe:

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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<td>Some of the performance measures include time frames.</td>
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<td>All performance measures include time frames.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

______________________________
Goal 4

1. Enter a unit goal:
   
   Promote faculty development in high quality research and scholarship.

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: Department faculty remain dedicated to the achievement of this goal, but the rapid turnaround between feedback from USAP on goals for year 1 and reporting for year 2 has not allowed us to carefully consider the best means of measuring and quantifying what is at heart a qualitative question. The Promotion and Tenure process at IPFW emphasizes that quality of work is far more important than quantity of work, which is at odds with USAP’s emphasis on quantifiable and statistical measures. Rather than hastily proposing a set of metrics for the sake of a report, we feel it is better to make this goal inactive for the time being.

   **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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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. |

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   Click here to choose.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

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<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>
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<tr>
<td>No budget information is provided.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

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

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<th>Are time frames included for each performance measure (metric)?</th>
<th>No time frames are included with the performance measures.</th>
<th>Some of the performance measures include time frames.</th>
<th>All performance measures include time frames.</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 5

1. Enter a unit goal:

   Use assessment data to improve student learning in HIST-H125-Great Debates: An Introduction to Historical Communication, which is a new required course for all History majors.

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?

Medium

8. Why is this goal important to your unit, the university or both?
Using assessment data to improve student learning in HIST-H125 is important to both the Department of History and IPFW. On the department level, H125 is now a requirement for all new History majors. The class is to be taken in the spring semester of the first year and represents a common intellectual experience (and thus a high-impact educational practice) for all new majors. The main focus of the course is the development of effective speaking and listening skills (it fills the General Education Competency A2 requirement and the COAS English Speaking requirement), but the course also introduces students to other key skills that will be essential for success in future History classes and throughout their college and post-college careers more generally. These skills include effective note-taking, effective outlining, the identification of credible and relevant evidence, the presentation of logical and well-supported arguments, the critical evaluation of evidence from a variety of sources, and the critical and constructive evaluation of one’s own work and the work of others. Beyond the university benefitting when the classes it offers are taught well, IPFW also benefits from this course because of the skills that students develop. According to the American Association of Colleges and Universities’ Liberal Education and America’s Promise initiative, a survey of employers found that 85% of employers rate oral communication as a very important skill for recent college graduates to have (more than any other skill). Other skills the LEAP survey identified as being of great importance to employers include working effectively in teams (83%), written communication (82%), ethical judgment and decision-making (81%), critical/analytical thinking (81%), analyzing/solving complex problems (70%), and locating, organizing, evaluating information (68%). All of these are skills that H125 helps students develop, at least on a rudimentary level.

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

In Spring 2015, the Department of History compiled a list of core skills and concepts that can be introduced and developed in H125, and based upon this list a draft assessment plan for H125, including assessment tools and rubrics, has been created.

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

Faculty members will review the assessment plan in Fall 2015 so that it can be implemented in Spring 2016. Department faculty also support the goal by identifying appropriate primary and secondary sources that can be the basis of student discussions and speeches and by giving guest lectures in the course to expose students to a variety of different presentation styles and approaches to the study of history.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

The current draft of the H125 assessment plan includes eleven learning objectives for the course. One or more rubrics are associated with each learning objective. (Some learning objectives have more than one rubric associated with them because multiple assignments and activities are associated with the learning objective and will be assessed.) Some of these rubrics have been created specifically for this course, and others have been adapted from the AAC&U’s VALUE rubrics or from the American Historical Association’s History Capstone Rubric. All rubrics are on a 4-point scale. For rubrics created for the course, students should be able to achieve a 4 on the rubric by the end of the semester; for rubrics adapted from the AAC&U and the AHA, students should be able to achieve between a 2 and 3 by the end of the semester. In all cases, assessment data will be used to guide follow-up instruction during each semester and the modification of course content, activities, and assignments after each semester. Three learning outcomes have been identified as high-priority outcomes that will be assessed on an annual basis, and the remaining eight learning outcomes will be assessed on a rotating three-year schedule. The 17-page assessment plan can be provided upon request.
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?

We will use our resources how they are currently structured.

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.

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

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

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

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

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

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

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

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

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

None anticipated.

| 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?

All learning objectives for the course will be assessed after three years (Spring 2018), but this is currently envisioned as an ongoing process. Assessment data can always be used to improve student learning.

Dates: I don’t know what you are looking for here.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 6

1. Enter a unit goal:
   Broaden department curriculum in terms of chronological, topical, and geographic diversity.

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?
Plan 2020 makes a special point of emphasizing the importance of an increasingly international curriculum, and prioritizes the investment of financial resources in programs that feature international curricula. The Department of History is one of a handful of programs on campus that can already boast curriculum with a strong international focus, and we are looking to further broaden and internationalize our course offerings moving forward. For history majors, the ability to see the past from a transnational perspective – acknowledging that history extends and operates across national borders – and over wider time frames will allow them a much more thorough and well-rounded understanding of historical trends and processes. A wider offering of courses covering transnational and more diverse topics will align specifically with the larger university goals of fostering deeper understandings of diversity and multiculturalism.

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

We are currently engaged in a process of reevaluating our major requirements with a focus on broadening our curriculum in meaningful ways. In recent years the department has made a conscious effort to increase the number of courses offered that take an explicitly transnational focus, including a team-taught course on the Cold War from the American and Soviet perspectives, a course on the history of the Atlantic World, a course on the transnational history of the Americas, and recently added courses on the history of European empires, and an international history of espionage. These have been important steps toward a broadened curriculum, and we are investigating what more we can do.

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

While the department already offers a strong international curriculum, we will continue to move in a “global direction” in terms of current and future course offerings, both in creating new courses and in working within existing courses to present a more global dimension to the period in question. Planned actions in future include:

- Redesign major requirements to emphasize chronological diversity and perhaps reframe geographic diversity.
- Offer more courses covering the history of various parts of the world, including but not limited to: Africa, Asia, imperial history, world history, the Mediterranean; working to extend offerings within current faculty teaching fields.
- Strengthen connection to International Studies certificate program, a growing program that has international history as one of its core components. Action towards this goal will include building history departmental offerings to count towards the IS certificate, as well as by having history faculty teach portions of the INTL I200 Intro course.
- Develop and expand “extracurricular” offerings that will engage history majors with international content; examples include movie nights, lecture series, and other miscellaneous activities.

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

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

We will calculate the number of offerings in various chronological and geographic areas from the past three academic years (Fall 2012-Spring 2015), as well as the enrollment in those courses to obtain a baseline of departmental offerings. Beginning with the 2015-16 academic year, we will collect these same data points for the next three academic years. These data points will then be assessed to determine if the changes we make to the major have been effective in increasing the diversity of our curriculum.

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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?

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?

Without additional resources, current faculty members can both broaden global dimensions within existing courses and create new courses with global and/or transnational content. However, given that no one in the Department of History has training or expertise in the history of Asia or Africa, there is a limit to how much we will be able to incorporate these regions in meaningful ways into our curriculum, short of giving greater consideration to their interactions with Europe and the Americas.

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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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?

In order to create a curriculum that is truly globally diverse, the department would need two additional tenure-track faculty members, one with expertise in Asian history, and another with expertise in African history. Each would require competitive salaries and benefits.

With the addition of faculty members with expertise in the histories of Asia and Africa, the Department of History would finally be able to offer a truly global curriculum, with survey classes and more advanced classes examining the world and its many cultures from a greater variety of geographic, cultural, and chronological viewpoints. The hiring of a historian with a specialty in some form of Asian history would also have a great many benefits for the campus at large. IPFW has multiple partnerships with universities in China, for example, and giving students additional opportunities to learn about the history of that country might increase student interest in taking advantage of possible exchange opportunities, which is also another explicit goal in Plan 2020.
RUBRIC

Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)

| No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

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

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

None anticipated.

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?

Data collected on chronological, topical, and geographic breakdown of departmental course offerings will be assessed after three years (Spring 2018), but this is envisioned as an ongoing process that will last beyond that period.

Dates: I’m not sure what you’re looking for here.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #1

1. Enter a unit goal:

   Use invasive advising strategies and high-impact educational practices to improve the retention of History majors.

2. Status of goal:

   □ Completed   □ Eliminated   □ Modified   □ In Process   ☒ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

8. Why is this goal important to your unit, the university or both?
The retention of students is important for the health of programs and for the well-being of the university. Advisors help to ensure that students are taking classes that best fit their intellectual interests; that put them on the best path to completing IPFW, College, and major requirements; and ultimately that put them on the best path to graduation. According to the AAC&U, high-impact educational experiences are documented to improve student learning, student engagement, and rates of student retention, especially when implemented in a systematic way.

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

New Goal

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

1. The Department of History has already begun implementing a variety of invasive advising strategies and high-impact educational practices on an ad hoc basis to try to create stronger connections between the department and our majors. Below we have outlined ongoing practices and a series of new initiatives that we will begin in the coming year(s). We will continue to evaluate the effectiveness of various strategies, and will develop new strategies as well based upon our experiences and results.

   a. In-Process:

      i. Weekly monitoring of students who withdraw from one or more courses after the third week of classes
      ii. Contacting students who miss priority registration
      iii. Contacting students on probation to strongly encourage them to come in for advising
      iv. Helping students in danger of dismissal to figure out their academic future
      v. Working with majors to ensure that they are not enrolling in courses that they do not need to take
      vi. Promote our advising practices in courses required for all majors (H125 and H217)
      vii. Create research assistanceships to create closer ties between students and faculty, and to more formally introduce students to the work that historians do
viii. Building off of the AAC&U’s list of high-impact educational practices, catalog the degree to which we already offer our students these experiences and determine appropriate ways of increasing student exposure to them

b. New Initiatives:
   
i. Contacting students who do well to congratulate them on their successes and accomplishments — creating a greater sense of department community by promoting student successes more broadly to our majors
   ii. Revise our current priority registration processes
   iii. Department pedagogy/high-impact practices roundtables
   iv. Begin collecting contact information for students that will allow us to more easily get in touch with them if they are not checking their IPFW email
   v. Investigate the feasibility of creating a student mentoring/advising program for interested majors
   vi. Create a survey to be given annually to students in H217 asking them to reflect on what additional support the department could have given them in their first 1.5 semesters; asking them what support they would like to have in future semesters

| 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?

For many of these action items, the initial metric is simply a yes/no tally of whether or not we are taking the indicated steps. Over time, as we collect baseline data specific to each action item, we will be able to determine which action items seem to be making a difference, and we will be able to develop more sophisticated and meaningful metrics to assess the relative impact of each endeavor. It should be emphasized that in the area of student retention, when dealing with a relatively small population size, changes in behavior from a very small number of students can produce significant shifts in data, meaning that setting and tracking single-year goals will not be all that helpful or revealing.
### 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?

   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 Department of History faces a somewhat unique challenge when it comes to taking on a time-intensive goal such as this in that we have one secretary that we share with the Department of Political Science (so each Department essentially has a part-time secretary). As a result, more of the legwork involved in this process will fall on full-time faculty than might normally be the case for other departments. We should be able to accomplish many of the listed action items with current resources, but data compilation and progress tracking could be more challenging than anticipated.
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**  
   Benefit: Click here to enter text.

   **S & W — Recurring**  
   Benefit: Select Yes/No

   **Non Recurring**  
   Benefit: Select Yes/No

   **S & E — Recurring**  
   Benefit: Select Yes/No

   **Non Recurring**  
   Benefit: Select Yes/No

   **Equipment — Recurring**  
   Benefit: Select Yes/No

   **Non Recurring**  
   Benefit: Select Yes/No

   **Other:**  
   Benefit: Click here to enter text.

   **Other — Recurring**  
   Benefit: Select Yes/No

   **Non Recurring**  
   Benefit: Select Yes/No

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

   The funds would primarily be used to fund research assistanceships and peer mentoring programs.
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

None currently anticipated, although so much is constantly changing at the university, and a growing number of demands are being placed on faculty time, that it is becoming increasingly difficult to devote sufficient time to this process.

19. What is your timeline for accomplishing this goal?

We expect it to take four semesters to collect a meaningful amount of data from which we can start to draw statistically significant conclusions about the effectiveness of our action items and to potentially revise our approach. At that point we expect it to take another four to six semesters to evaluate our overall performance in this area.

Dates: I’m not sure what you’re looking for here.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

Click here to enter text.

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

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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.

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

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

Click here to enter text.

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

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

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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 - #3

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

Click here to enter text.
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(Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).

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

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

Click here to enter text.

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

Click here to choose.

Dates:  Click here to enter text.

RUBRIC

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

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

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

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

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

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

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

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

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**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.

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

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

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

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

Click here to enter text.

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</tr>
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<td>Budget plan is included but is not clearly stated.</td>
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<td>Goal has a clearly stated budget plan.</td>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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### 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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</tr>
<tr>
<td>Some of the performance measures include time frames.</td>
</tr>
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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.

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<tr>
<th>1st Plan 2020 Goal</th>
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7. Is the unit goal a high, medium or low priority?
Click here to choose.

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