2015

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

International Language and Culture Studies
Part I

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

The International Language and Culture Studies Department is fully committed to the teaching of international languages and cultures as a vital part of the university’s mission and the internationalization of the IPFW curriculum. Our unique mission is to provide students and future educators of the state with understanding of cultural interactions, thus expanding their multicultural and global knowledge.

ILCS Vision:

In times of growing internationalization, we are dedicated to advancing foreign language proficiency and cross-cultural and global understanding. The department achieves its goals and supports the internationalization of the university and campus diversity through course offerings, presence of faculty members who are active in a wide range of international research areas, interdisciplinary initiatives, the promotion of study abroad programs, service learning, its student-oriented and highly interactive language lab, internships, dual credit, honors courses, H-option, organizations and clubs, recruitment / retention of students, departmental roundtables, faculty presentations, conversation tables, film series, and cultural events. The department plays a crucial role in providing IPFW students with communication skills in foreign languages and knowledge of international cultures essential for them to function effectively as global citizens, whatever their fields of study in today's culturally diverse environment.
2. Please list significant accomplishments from the last fiscal year not included in your goals.

Interdisciplinary Initiatives (Goal #2)

Plans created by the Bridge Committee for reaching out to other departments and schools. ILCS has developed three plans:

- A 4-year plan for nursing students that includes 4 semesters of Spanish. The work is currently on hold because of LSA. French and German are creating a plan following the model for Spanish.
- A proposal for an International Language, Culture and Economics degree.
- Exploring International Language and Engineering degrees.
- Professor Richard Weiner approached ILCS faculty to discuss an interest in possibly creating a team taught course and/or lecture in conjunction with ILCS professors based on Africa in the Americas.
- We are currently in conversations with the Dept. of Education about creating a Master in Education with specialization in Spanish.

Study Abroad Activities (Goal #3)

- Visit in May 2016 to promote the ISEP program in Caen, France.
- French Club trip to Paris (May, 2015)
- Prof. Ujike was a guest speaker at the University of Miyazaki, Japan, to promote IPFW as a study-abroad destination for their undergraduate students
- Meg Underwood (OIE) speaks to every class at least once each semester about study abroad opportunities.
- Esteban Coria is the peer mentor for the international ed. mentor program
Engagement with the Community (Goal #6)

- “Africa in the Americas” lecture presented as part of Black History Month. ODMA and the Black Collegiate Connection have already mentioned a desire to make Africa in the Americas a regular part of Black History Month lecture series.
- Rally in support of Syrian Refugees
- Nostalgia for the Light. Cultural event in Cinema Center.
- Traditional Chilean Dance event
- Chilean Music Concert
- Argentine Culture Presentation for Hispanic Heritage Month through ODMA & Hispanos Unidos
- Hispanic migrant workers clinic in cooperation with the Nursing Dep.
- A series of documentaries on emigration: “Los Invisibles” --- “Which Way Home” – and ---“ La Ciudad”
- Presented Spring film series-- to give students an opportunity to gain more cultural insight into the themes being studied. A number of research studies report that the use of film in learning facilitates learning by providing authentic linguistic and cultural materials that enable the learners to experience real life situations as well as natural communication events.
- German for Arabic-speaking refugees language video project
- German kids’ booth at German Fest 2015
- Yiddish Classes offered at Achduth Vesholom Temple, Fort Wayne
- Presentation
- IPFW Holocaust Education Symposium for Pre-Service Teachers (May 15-20, 2016)
- Holocaust Education Committee with Jewish Federation, Fort Wayne
- A visit to Nishikawa Cooper LLC, a Japanese/American company in Fort Wayne, including two students from the Japanese program and a professor from the School of ETCS (Engineering, Technology, and computer Science) for a factory tour and a meeting for a possible future research cooperation
- Presentation about the Arab World at the Fort Wayne International Affairs Forum.
- Several translations and interpretation services for members of IPFW and the community.
### RUBRIC

| To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals) | The unit did not provide evidence that accomplishments align with the mission of the University. | The unit provided evidence that accomplishments somewhat align with the mission of the University. | The unit provided evidence that accomplishments align closely with the mission of the University. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

- Our department plays a crucial role in the accreditation of future foreign language teachers. Future teachers take the courses offered in ILCS and are observed and evaluated by ILCS faculty during their student teaching period. This is a service that only ILCS faculty can provide, since the Dep. of Education does not have faculty with expertise in foreign languages.
- The new Higher Learning Commission will require that instructors have a master's degree in the subject to teach at the college level. LTLs who don’t meet this requirement will leave.
- Potential candidates with the proper M.A. degree have jobs, benefits and good salary available at other places. They will not accept positions as LTLs, only at the CL rank.
- Instability in staffing creates:
  1. Teaching at a lower quality
  2. Investment of time, effort and resources in training them.
  3. Dissatisfaction in the employee, and usually lower performance.
| 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.)

Looking at the ILCS Department metrics for the years 2006-2014 we have an average of 13.4 graduates that earn a BA each year. Looking specifically at 2014 it is clear that we have once again met our average with 14 graduates. For the number of undergraduate majors ILCS has averaged 84 over the 9 year period. The 2014 numbers for total undergraduate majors in ILCS show a drop down to 61 which represents a 27% drop in majors for that year and is a deviation from our norm. This drop in majors is a COAS and University wide trend with the College down 10.5% and the University down 5.1% from 2013 to 2014. However, our average for ILCS minors from 2006-2014 is 32.7 and for 2014 we had a surge in minors up to 46, which represents a 40% increase in minors over the previous year average. This is particularly good since most departments in COAS only increased their minors by .4% 2013-2014. Our rise in minors indicates that more students are choosing to minor instead of major in languages. Our surge in minors has kept our enrollments at a steady level and, anecdotally, we have noted a rise in new majors and minors so far in 2015. We expect our major and minor levels to be even better next year.

2014 also marked a dramatic rise in our Fall to Fall Persistence rate. Our average has been 74.2% but in 2014 the ILCS average rose to 87.5%. This is well above the COAS average of 76.7% and the University average of 79.8%. Only one department in the college, Sociology, has a higher average.
Looking at net revenue, our 9 year average is $992,391.81. In 2014 we were up to $2,094,856.48. This figure is close to the COAS average of $1,573,423 and well above the campus average of $847,122.00. This indicates that we continue to keep our costs down and our credit hours taught up. ILCS is profitable and does a lot of good work with our resources.

In the other metrics provided by the University ILCS stays very close to the COAS averages as well as the University averages. Overall, ILCS recruits, retains, and graduates majors and minors at a steady and healthy rate. ILCS teaches a large number of credit hours and contributes significantly to the COAS and University curriculum. We manage our financial resources well and generate a net income that is 36% more than our total cost. Our cost per degree is well below the COAS average of $66,829 and remains affordable for our students. (Source: Office of Institutional Effectiveness).

**Research Productivity for 2015-16**

Since USAP Year 1 report, when we included the faculty research productivity up to 2014, the 9 tenured/tenure-track faculty of ILCS have produced the following:

- 4 co-edited volumes
- 7 articles/book chapters and 2 introductions to volumes.
- 8 essays accepted for publication but not in print yet: 4 articles, 2 journal entries and 2 book reviews.
- 7 articles under submission
- 12 conference presentations
- 3 panels organized by our faculty in conferences

(Some of the publications are marked as forthcoming and/or not in print yet. Our faculty had not included these publications in OPUS because of this reason. The source of this data comes from annual reviews compiled by the chair of ILCS).

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

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

Yes, we recommend meeting with an advisor each semester and require at least one visit per year.

Comments:  

Click here to enter text.

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

Yes

8. Do you collect employment data for your graduates?

Yes, very informally, but yes.

9. If you answered “Yes” to Question #8, what % of your graduates from the last academic year (2014-2015) are employed in their field of study or enrolled in another educational program?  

NOTE: If you do not collect this data by department, we will refer to Destination Survey:  


The Destination Survey Data shows a 67% of ILCS graduates employed or Cont. Ed. Our data, via personal contact with our graduates is more updated and differs from this survey.

Students  Graduated in 2015 and Enrolled in other Educational Programs
- Sarah Heckman- pursuing MBA at Western Michigan University
- Tyler Davis - German, pursuing MA in Descriptive Linguistics at Payap University International College, Chiang Mai, Thailand
- Morgane Haesen - French, pursuing a Ph.D. in French at Penn State
- Alicia de Leon - Spanish, pursuing an MS in Biology
- Sarah Heckman - Spanish, pursuing MBA at Michigan State University

A total of 5 students out of 15 graduated in ILCS are currently pursuing graduate degrees.

Students graduated in 2015 and job positions
- Joshua Riggs - French, Food Service Coordinator at Saint Joseph Hospital
- Emily Blauvert - French, on a French TA'ship in France
- Hope Arthur - German, Piano instructor
- Joseph Strange - German, Current position unknown
- Ebru Ludwig - Spanish, International Customer Service Associate at Fort Wayne Metals
- Bethany Otis - Spanish, Records management for Lutheran Hospital
- Emily Richardson - Spanish, Full-time tennis instructor
- Thomas Thompson - Spanish, Spanish teacher at East Side High School
- Onassis Macias - Spanish, Stay home mom with new baby
- Krystal Schwartz - Spanish, Spanish teacher at Carroll High School

Of a total of 15 graduates in 2015, 8 have employment, one chose to stay home after her baby was born and one is unknown. The other 5 are enrolled in graduate degrees.

Job Positions of Majors in the Past

Job positions of French majors:

Teaching Positions
- French major working at WyZant Tutoring and LTC (Language Training Center): ERICKA (YORK) SCHAADT
- French and Spanish majors working at TLC (The Language Company) teaching ESL (LYNDSY RAE PATTERSON, EMILY BUTLER)
- Teaching in FWCS and other area school systems (true for French, German, Spanish) LESLIE BAIR, CARRIE BUBB, KELLY THIEL (Ohio)

Other Positions
- French major freelancing in translation at Adapt Language Services and volunteers for Reclamation Project (ANDREA RITTER)
- French major in Admissions at Indiana Tech (until very recently) MONICA LADIG
- French major working as proofreader at DRG in Indiana EMILY CARTER
- French major working at EY ("a global leader in assurance, tax, transaction and advisory services") near Detroit. She was hired in part because of her ability to speak French and has worked out of Belgium, Chicago, and now Detroit area. JO FLORQUIN
- French major at Easter Seals ARC JUNIOR FRANCOIS
- French major at Lutheran hospital JOHANNA BLAETTNER
- French major is district sales manager at Bath and Body Works JEN COX
Job positions of Spanish majors:

Teaching Positions
- Spanish teaching at Carroll High School this year as a first-year teacher. Krystal Schwartz
- Marisol Sharpe Spanish teacher at Northside High School
- Rachel Moyer teacher at Levan Scott Academy
- Vaughn Cobb, Spanish teacher in South Carolina
- Megan Yoder, Co-Owner and English Teacher at The Warehouse Madrid: An English Learning Center.
- Braxxton Martin, substitute teacher at Fort Wayne Comm
- Lynn Peppler Brown- Spanish teacher at Good Shepherd Preschool
- Natalie Garces, Teacher at Queen of Angels Catholic School
- Cisco Mireles, Spanish Teacher at Hamilton High School.
- Jenna Beachy, Spanish Teacher at Leo High School.
- Esteban Coria, Continuing Lecturer at IPFW.
- Sarah Arnold, Adjunct Faculty at Indiana Wesleyan University.

Other Positions
- Kevin Bathke lives in Argentina and owns a translation company.
- Raquel Kline: Coordinator of Language Services Network & interpreter at The Reclamation Project. Board member of Fort Wayne Museum of Art.
- Sarah Pion office manager at Yoder & Yoder Concrete Contractors
- Angela Morgan freelance graphic design
- Ana Ponce, pastoral assistant at St Patrick's Catholic Church
- Juan Navarro, case worker at Center for Non-Violence
- Bethany Otis works records at Lutheran
- Andrea Pence (double major with German) at AmeriCorps Vista & now Coalition of Immokalee Workers
- Sherina Collier (Miller) business owner, Beet Street Juicery
- Brett Swing, Bilingual Customer Center Manager at Lincoln Financial
- Nick Rogers, co-business owner at 800 Degrees Pizza
- Julia Poorman, International Business Development Coordinator at Do It Best Corporation.
- Justin Sharpe, Director of Business Development at Focus LLC.
- Shannon Zwicker, Strategic Talent Acquisition at YEXT.
- Jessica Abbot, Client Representative at Church Pension Group.
- Maria Reyes, Claims Adjuster at Brotherhood Mutual.
- Jacob Firestine, Residence Hall Manager at Benedictine College.
- Jakob Bills, Curriculum Coordinator at Wahaha International School, Zhejiang, China.
- Megan Yoder, Co-Owner and English Teacher at The Warehouse Madrid: An English Learning Center.
- Lindsay Mast, Benefits Manager in Human Resources at DMA, Inc.

Job positions of German majors:

Teaching Positions
- Aaron Stanley, High School Teacher of German, Northridge High School, Middlebury, IN
- Alexander Mann, ESL teacher at Reading Town, Seoul, Korea

Other Positions
- Jansen Langle, Executive Recruiter at The Evanston Group, Consulting Firm, Evanston, IL
- Michael Smith, Apple Inc., San Francisco
- Andrea Pence (double major with Spanish) at AmeriCorps Vista & now Coalition of Immokalee Workers
- Kelli Booth, Bureau of Motor Vehicles, Fort Wayne
- Darik Boutsabuloy, engineer, Bosch, Indianapolis
- Patrick Casey, Lincoln Financial Group, Fort Wayne
- Garret Bradtmueller, Army National Guard and UPS
- Peter Steinbacher, Fluid Dynamics, Fort Wayne
- Michael Balogh, Data Configuration Specialist at Education at Work, Cincinnati
- Lindsay Sprunger, Owner of Bendylegs Coffee, LLC, Aurora, Colorado

Students Currently in Graduate School

- Brittany Byerley- pursuing MD at Indiana Univ. Fort Wayne
- Kristina Stewart pursuing MS in Social Work at Ball State
- Carolyn Carpenter, pursuing master’s degree in Puerto Rico.
- Dana (Goeglein) Carlson - German, studies Law at Northern University Claude W. Pettit College of Law
- Jeremy Kuhnle - German, pursuing M.A. in Sociology at University of Mannheim, Germany
- Kyle Brown- German, Concordia Theological Seminary, Fort Wayne

Students graduated in 2015 and job positions

- Joshua Riggs - French, Food Service Coordinator at Saint Joseph Hospital
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The label “employed in their field of study” is quite restrictive and widely inappropriate for most of our graduates. It shows a very narrow understanding of the relationship between graduates in liberal arts and the dynamics of the current job market. As in the case of many liberal arts majors, there are a multitude of possible career trajectories. The above list of some majors in French, German and Spanish in the last years and their current job positions shows that it is precisely their liberal arts education and their ability to be functional in an international language that granted all these graduates their current job positions in such a variety of fields.

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

   Informally by faculty. Mainly, contacting them on Facebook, by email, or linked-in

11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

   The Destination Survey Data shows a 67% of ILCS graduates employed or Cont. Ed. Our data, via personal contact with our graduates is more updated and differs from this survey.
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.

The Employment Demand Report does not reflect on a point that it’s present in the official U.S. report about national employment demand. Namely, the growth of the need for translators and interpreters (29% projected growth rate between now and 2024 and on the list of 20 fastest growing professions on the U.S. BLS fastest growing jobs list with an average annual salary of $43,000)

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

There wasn’t much we were asked to improve by last year’s task force.

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

Ana Benito (chair), Jens Clegg (metrics), Nancy Virtue, Suin Roberts and Karla Zepeda (graduate majors and their destinations) and the rest of the ILCS full-time faculty during department meetings.
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:

   Goal 1: Creation and submission of a proposal for a single ILCS degree with concentrations in French, German and Spanish, a strong interdisciplinary focus linking all majors, and possible tracks involving Arabic, Chinese, and Japanese

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?

   Inactive

   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: On hold until it is determined if we are IU programs or Purdue programs.

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

5. Type of goal:

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I.C.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.C.3</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.E.4</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

Undetermined at this point for reasons specified in section 4.

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

To create a strong interdisciplinary focus linking all majors and possible tracks involving Arabic, Chinese, and Japanese.
9. If continuing your goal, what progress have you made or which action steps have been completed?

On hold until the future of IPFW is decided. If we become Purdue Programs, instead of the current IU programs, this degree might not be available/allowed.

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

See 10 above

**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?

N/A

**RUBRIC**

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

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

   Yes

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

   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  
   Benefit  
   S & W — Recurring  
   Non Recurring  
   S & E — Recurring  
   Non Recurring  
   Equipment — Recurring  
   Non Recurring  

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

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

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?  

ILCS, in order to fulfill its central mission in the achieving of the Strategic Plan 2020 goal of internationalization, must address itself to the needs of a wide array of units on campus. Organizing our offerings to address the wide variety of needs on campus will be difficult, but it is achievable with careful planning and collaboration.
**RUBRIC**

<table>
<thead>
<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>
<th>Clearly stated challenges are included for this goal.</th>
</tr>
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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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**RUBRIC**

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<tr>
<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>
</tr>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 2

1. Enter a unit goal:

   Goal 2: Identify areas of productive interdisciplinary collaboration with at least 4 departments, and when appropriate, create interdisciplinary courses that align with Plan 2020 internationalization goals in ILCS and those departments.

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?

To create opportunities for our students for a more global education. To provide language and culture skills to students living in a multicultural society.
9. If continuing your goal, what progress have you made or which action steps have been completed?

**ILCS has developed three plans:**

- A 4-year plan for nursing students that includes 4 semesters of Spanish. The work is on hold because of LSA. French and German are creating a plan following the model for Spanish. (Dr. Buttes and members of the “Bridge Committee.”)

- A proposal for an International Language, Culture and Economics degree. (Dr. Buttes)

- International Language and Engineering degrees. (Dr. Buttes)
  (See more in Part 1, Section Interdisciplinary Initiatives)

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

If nursing still is part of the university next year, we will present the plan to them. We will continue working on completing the other two proposals.

| 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?

- Successfully identify four top priorities after our meetings. (Goal achieved already in 2016).
- Choose one to focus on each year between 2016 and 2020.
- Take concrete steps to implement those priorities.
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?

In the short term, yes, but in the long term, if these interdisciplinary collaborations attract a large number of students, it is possible we could need new resources. For example, teaching specific courses designed for specific programs (nursing, engineering, business).

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 3
Benefited Yes

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?

Teaching specific courses designed for specific programs (nursing, engineering, business).

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

| TASK FORCE COMMENTS AND/OR QUESTIONS: |
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

The possible reallocation of the Nursing Program to a different university than ILCS.

Given the centrality of internationalization in the current university strategic plan, an important challenge for ILCS is to contribute to the wide variety of initiatives concerning internationalization across the university given our expertise and the importance of internationalization to our teaching, research, and service.

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

19. What is your timeline for accomplishing this goal?

**3-5 years**

Dates:  Click here to enter text.

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

1. Enter a unit goal:
   
   Goal 3: Increase the participation by ILCS/IPFW students in study abroad programs

2. Status of goal:

   ☒ Completed   ☐ Eliminated   ☐ Modified   ☐ In Process   ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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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?

Medium

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

To create opportunities for internationalization for our students.
9. If continuing your goal, what progress have you made or which action steps have been completed?

ILCS approved 10 courses for study abroad students in 2014. In 2015, 45 Courses were approved, that is 3 times more courses approved than in 2014. Data sent by Megan Underwood (Office of Intl. Education) shows 2 students approved for Study Abroad courses for a minor, 22 for students from other departments, 36 students for ILCS majors (8 FREN, 2 GER, 1 ILCS, 48 SPAN)

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

We will continue our efforts in the encouragement, promotion and information about study abroad. The collaboration between ILCS and OIE has been more intensive in 2015 and we are working hand in hand with OIE to achieve our goal. (See bullet list with initiatives during fall 2015-Spring 2016)

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

- Number of students participating in study abroad increased by at least 20% over 5 years (already accomplished in 2015)
- All 4-year plans developed within two years.
- Work with Meg Underwood (OIE) to provide more ILCS-specific study abroad materials/meetings/informational sessions
- Creation of one faculty-led study abroad opportunity per language (German course currently being created with Vienna-Budapest travel component)
| 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?

- **Number of students participating in study abroad increased by at least 20% over 5 years**
- **All 4-year plans developed within two years.**
- **Work with Meg Underwood (OIE) to provide more ILCS-specific study abroad materials/meetings/informational sessions**

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  Yes  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: 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:  Trip and logistics wherever the program of study abroad is established

Other — Recurring  Yes  $$: 7,000
Non Recurring  Select Yes/No  $$: Click here to enter amount.

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

Funding for faculty to create and set up new faculty-led study abroad programs.
Additional resources for student scholarships.

| 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?

One additional challenge if ILCS would become Purdue Programs is that most of our students prefer IU abroad programs and ISEP (International Students Exchange Program). Students pay the same tuition as if they were in IPFW. Purdue programs don’t offer these advantages.

Student and faculty time constraints

| 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?

**3-5 years**

Dates:  Click here to enter text.

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

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

1. Enter a unit goal:

   Goal 4: Use ILCS department assessment plan from our 2007 program review to strengthen and ensure the quality of the learning outcomes for students in our major

2. Status of goal:

   ☐ Completed  ☐ Eliminated  ☒ Modified  ☐ In Process  ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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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?

It will strengthen and ensure the quality of the learning outcomes for students in our major.
9. If continuing your goal, what progress have you made or which action steps have been completed?

None. ILCS was notified that the department needs to present a yearly assessment report. We are working on 2015 report after been granted an extension until May 2016.

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

We will work with the director of Assessment this semester to implement one part of the assessment plan.

### RUBRIC

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

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

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

We will continue to develop our assessment plan and add one new component per year until the plan is complete. Progress will be measured by the addition and implementation of each new component.

### RUBRIC

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

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

   Yes

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

   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?

Click here to enter text.

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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?

**Faculty time constrains**

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

3-5 years

Dates:  It requires us to build an assessment program step by step each year.

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TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 5

1. Enter a unit goal:

   Goal 5: Improve the stability of staffing and thereby the quality of experience for first and second year language courses

2. Status of goal:

   ☐ Completed    ☐ Eliminated    ☐ Modified    ☒ In Process    ☐ New

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

   N/A

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

High

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

Stable high quality staff has a direct impact in retention of students and the potential increase of minors and majors
9. If continuing your goal, what progress have you made or which action steps have been completed?

Since January 2015 the department has hired 2 new Spanish Continuing Lecturers.

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

Click here to enter text.

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

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

The impact in quality teaching, revitalization of our language lab and number of students declaring a minor is already noticeable.

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

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

No
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Click here to enter text.

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

Nothing

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

Click here to enter text.

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

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>4</th>
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<tbody>
<tr>
<td>Benefited</td>
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<tr>
<th>S &amp; W — Recurring</th>
<th>Select Yes/No</th>
<th>$$: Click here to enter amount.</th>
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<tbody>
<tr>
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<th>Equipment — Recurring</th>
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<tbody>
<tr>
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<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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Other: Describe:  

<table>
<thead>
<tr>
<th>Other — Recurring</th>
<th>Select Yes/No</th>
<th>$$: Click here to enter amount.</th>
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</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
</tr>
</tbody>
</table>
17. If you were to receive the additional resources outlined in question #16, how will they be used?

We will hire a CL for the German program and another CL for the French program, and, if minors are created, Japanese and Arabic.

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<tr>
<td>Are clearly stated budget plans included for each goal? (A budget plan is considered 'clearly stated' if it includes an amount and the funding source.)</td>
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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?

The new Higher Learning Commission will require that instructors have a master degree in the subject to teach at the college level. LTLs who don't meet this requirement will leave.

Potential candidates with M.A. have jobs, benefits and good salary available at other places. They will not accept positions as LTLs, only at the CL rank.

Instability in staffing creates:

1. Teaching at a lower quality
2. Investment of time, effort and resources in training them.

Dissatisfaction in the employee, and usually a lower performance.
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.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Challenges are not included in the unit’s report.</th>
<th>Challenges are listed but they are not clearly stated.</th>
<th>Clearly stated challenges are included for this goal.</th>
</tr>
</thead>
</table>

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates:  Click here to enter text.

<table>
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<tr>
<th>RUBRIC</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 6

1. Enter a unit goal:

   Goal 6: Make stronger connections and increase involvement with the community via cultural event offerings, e.g. lectures, presentations, workshops open to the public

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 I.M.1 and associated outcomes, focused on improving retention and graduation rates.

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

<table>
<thead>
<tr>
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<th>Area IV Goals</th>
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<tbody>
<tr>
<td></td>
<td>Choose an item.</td>
<td>II.C - Community engagement</td>
<td>III.D - Non-credit enrichment</td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
<td>Choose an item.</td>
<td>III.M.1</td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
<td>Choose an item.</td>
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7. Is the unit goal a high, medium or low priority?

Medium

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

Connects our programs with the community and promotes interest on international topics.
9. If continuing your goal, what progress have you made or which action steps have been completed?

ILCS faculty has organized or participated in more than 15 events:

- Rally in support of Syrian Refugees
- Nostalgia for the Light event in Cinema Center.
- Traditional Chilean Dance event
- Chilean Music Concert
- German Program had cultural booth at German Fest 2015. Plans to attend annually.
- German for Arabic-speaking refugees language video project.
- Hispanic migrant workers clinic in cooperation with the Nursing Dep.
  (See additional initiatives in Part 1 of the USAP report. Section Engagement with the Community).

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

We will continue organizing and participating in initiatives that connect international languages and cultures with the Fort Wayne Community.

| 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?

Number and quality of events: More than 15 different initiatives and services connecting international languages and cultures with IPFW students and the community of Fort Wayne, as well as with refugee population in Germany.
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   **No**

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

   N/A

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

   N/A

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

   - Limited financial support for marketing purposes (flyers, etc.).
   - Time constraints of faculty members.

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:  **More financial support**

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?

**Organizing more events and services open to the public**

<table>
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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?

**Faculty time constrains, including, but not only, working in reports such as USAP. Non-stop psychological pressure and demands from higher administration in the last**
3 years act as a constant distraction that prevents any department from focusing in improving and serving our students, programs and the community.

**RUBRIC**

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

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

19. What is your timeline for accomplishing this goal?

**1-2 years**

Dates:  Click here to enter text.

**RUBRIC**

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 7

1. Enter a unit goal:

   Goal 7: Expand support for International Students on campus.

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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<tbody>
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<td>I.C.4</td>
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<td>Choose an item.</td>
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<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</table>

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

**Medium**

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

- **Connects students in our programs with international students for mutual interactions.**
- **Exposes our students to students from other cultures**
Helps to integrate the international students at IPFW.

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

ILCS faculty established connections with international students through the dinners organized by the Office of International Education.

French students are reaching out to French-speaking students and they have also volunteered to be student mentors to international students.

Dr. Suin Roberts offers a biannual presentation on “Academic Preparedness” for international students.

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

Maintaining and increasing the opportunities of interaction between our students and international students

<table>
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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?

Number and quality of events
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.

   Click here to enter text.

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

   Limited financial support for marketing purposes (flyers, etc.).
   Time constraints of faculty members.

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:  More financial support

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?

Keeping the initiatives we have in place now and expand if possible.

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

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?

Faculty time constrains
19. What is your timeline for accomplishing this goal?

1-2 years

Dates:  

Click here to enter text.

RUBRIC

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TASK FORCE COMMENTS AND/OR QUESTIONS:

---
New Goals for 2015-2016 - #1

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?

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

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

Click here to enter text.

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| **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.

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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?

Click here to enter text.

RUBRIC

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

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

Click here to enter text.

RUBRIC

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

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

**Click here to choose.**

**Dates:**  **Click here to enter text.**

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<td>Are time frames included for each performance measure (metric)?</td>
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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:**
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?

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

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

Click here to enter text.

| RUBRIC |
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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.

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

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

Click here to choose.

Dates:  Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #3

1. Enter a unit goal:

   Click here to enter text.

2. Status of goal:

   ☐ Completed    ☐ Eliminated    ☐ Modified    ☐ In Process    ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

| RUBRIC |
|-------------------|-------------------|-------------------|-------------------|
| 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.

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

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

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

Benefited  Select Yes/No

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

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

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

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

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

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

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

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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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: |

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

Click here to choose.

Dates:  Click here to enter text.

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

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

2. Status of goal:

   ☐ Completed  ☐ Eliminated  ☐ Modified  ☐ In Process  ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

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

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

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

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

Click here to enter text.

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

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

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

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

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

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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.

| RUBRIC |
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| **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 - #5

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</table>

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do the unit goals align with the University's goals?</strong></td>
</tr>
<tr>
<td>Goal does not align with the University's goals.</td>
</tr>
</tbody>
</table>

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

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

Click here to enter text.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are clearly stated performance measures provided for each goal?</strong> (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included).</td>
</tr>
<tr>
<td>The unit provided performance measures but they are not clearly stated.</td>
</tr>
</tbody>
</table>

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates: Click here to enter text.

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

TASK FORCE COMMENTS AND/OR QUESTIONS: