2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Medical Imaging & Radiologic Sciences
Part I

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

The Department of Medical Imaging and Radiologic Sciences (MIRS) supports the University mission in providing local access to programs that promote the “advancement of our students and our region” by offering a degree granting program in radiography for students interested in pursuing a career in medical imaging.

MIRS promotes the advancement of students and the IPFW region primarily by graduating approximately 19 students annually. Additionally, the program maintains high employment rates for graduates. Of those who sought employment, 87% of MIRS graduates from the past 3 years are employed in medical imaging departments in Fort Wayne or the surrounding region.

In order to support the mission of the University to provide local access to baccalaureate programs, MIRS is currently transitioning the program from an Associate of Science in Radiography to a Bachelor of Science in Medical Imaging.

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<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
</tr>
<tr>
<td>The unit did not provide evidence of their support of the mission statement.</td>
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<tr>
<td>The unit provided some indicator of how it supports the mission statement.</td>
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<tr>
<td>The unit specifically explained how it supports the mission statement and provided examples.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
2. Please list significant accomplishments from the last fiscal year not included in your goals.

The first three accomplishments listed below reflect program effectiveness data for the IPFW Medical Imaging Department.

National Credentialing Examination Pass Rate:
As part of program assessment, the Department monitors the number of graduates that pass the American Registry of Radiologic Technologists (ARRT) Certification examination on the first attempt. The first attempt pass rate demonstrates program effectiveness related to preparation of students for professional practice and quality of education offered through the IPFW Department of Medical Imaging. The data is collected annually, reported as an average for each graduating cohort, and is also reported as a five-year average. Current Data:

- 2015 ARRT Examination Pass Rate: 100% (17 of 17 graduates passed on the first attempt).
- Five Year Average ARRT Examination Pass Rate 2011-2015: 100% (88/88 graduates passed on the first attempt).

The program has maintained 100% pass rate since inception and hopes to maintain 100% pass rate in the future. The industry standard for examination pass rate set forth by the Joint Review Committee on Education in Radiologic Technology (JRCERT) is a five-year average not less than 75% at first attempt.

Job Placement Rate:
Data is also collected each year on the number of graduates that gain employment in medical imaging. Job placement rate is reflective of student preparation for professional practice and also demonstrates that the program is meeting educational needs to fulfill professional job market demands. The data is collected annually, reported as an average for each graduating cohort, and is also reported as a five-year average. Current data:

- Job Placement Rate for 2015 graduates: 100% (16 of 16 graduates verified as actively seeking employment – per JRCERT standards, data is reported only for graduates who have responded to surveys, no response has been received from 1 of the 17 graduates).
- Five Year Average Job Placement Rate 2011-2015: 96.10% (74 of 77 graduates actively seeking employment)

The program maintains higher than industry standards for job placement, which is set by the JRCERT at a five-year average of not less than 75% within 12 months of graduation. Although job market fluctuations can influence job placement rates, the program has been able to work closely with students, community partners in the region, and alumni across the country in order to assist with job placement for our graduates.
Program Completion Rate:
The program also monitors the program completion rate to assess program effectiveness. Program completion rates indicate whether students are progressing through their education and completing their degree in a timely manner. The completion rate data is collected and reported annually for each graduating cohort.

- **2015 Program Completion Rate:** 89% (17 graduates/19 initially enrolled in the professional program)
- **2014 Program Completion Rate:** 100% (20/20)
- **2013 Program Completion Rate:** 100% (20/20)
- **2012 Program Completion Rate:** 95% (19/20)
- **2011 Program Completion Rate:** 100% (12/12)

According to industry standards set by the JRCERT, program completion rate is defined as the number of students who complete the program within 150% of the stated program length and benchmarks are established by each individual program. The JRCERT does not set the minimum standard for program completion as it can reflect policies that are not within control of the program, such as open admission, and/or can be impacted by the typically small number of students enrolled in medical imaging programs. The benchmark selected by the Medical Imaging assessment committee at IPFW for annual program completion rate, based on other program effectiveness data industry standards, is 75% which the program aims to continually exceed on annual basis.

Other accomplishments listed below indicate program quality and growth, and reflect the professional contributions and creative endeavors of MIRS students and faculty.

Program Quality & Growth:
In June 2015, the program received notification from the Joint Review Committee on Education in Radiologic Technology (JRCERT) that the program was awarded “maintenance of accreditation for a period of eight years,” the maximum achievable award. The award was based on an Interim Report submitted by the program to the JRCERT in fall 2014. The next self-study report will be due in spring 2017 and the site visit is expected in fall 2018. JRCERT accreditation shows that the program meets or exceeds educational quality standards established by the medical imaging profession.

In September 2015, the JRCERT approved our request for a substantive change of terminal award from an Associate of Science Degree to a Bachelor of Science degree. In January 2016, the JRCERT also approved our request to increase total program capacity from 40 to 60 students. Both of these accomplishments will allow the program to move forward with the growth and transition to the bachelor degree while maintaining programmatic accreditation. The first cohort of 20 students will
begin the professional baccalaureate program in fall 2016 and graduate in spring 2019.

The program has established 1 new clinical site over the course of the last year with plans to implement 3 additional new sites in summer 2016, bringing the total number of sites for student clinical placement to 11. The additional clinical sites not only offer a broader clinical experience for students and an increased opportunity for job placement, but will also allow the program to expand the number of enrolled students from 40 to 60 as we transition from the associate to a baccalaureate degree program.

In summer 2015, MIRS acquired a Carestream (Kodak) digital image acquisition and processing system for our radiography lab. The lab now houses equipment from two major manufacturers of computerized imaging equipment, which will afford our students the opportunity to gain lab experience with two systems that are widely used in clinical practice in our region and across the nation. The expanded offering and use of lab equipment will enhance the clinical skills of our graduates, which will improve graduate job marketability and better prepare graduates to serve the healthcare needs of patients.

Professional Contribution and Creative Endeavor:
In September 2015, 22 students attended the state professional meeting and 2 teams (a total of 6 students) participated in the state quiz bowl competition. One of the teams placed second and the other placed fourth out of 19 in the competition.

MIRS faculty continue to support interprofessional practice by participating in the development and implementation of Interprofessional Education (IPE) events with IPFW Departments of Nursing, Dental Education and Human Services. In March 2015, 3 of 5 MIRS faculty and 19 of 20 first year MIRS students participated in the orientation and round table case study discussion. More than 100 IPFW Health and Human Services students and faculty members participated in the events.

MIRS faculty contribute to the professional development of imaging professionals in our region and across the nation providing presentations at professional conferences and events. In 2015, approximately 7 professional education lectures were presented.

MIRS faculty contribute to the professional development of imaging professionals in our region and across the nation serving:

- As representatives (2 faculty) at a state forum regarding proposed changes to content on the National Certification Examination for Radiologic Technologists.
• On the Board of Directors (1 faculty), as the Editor (1 faculty), and as committee chairs (3 faculty) for the Indiana Society of Radiologic Technologists.
• As Vice Chair (1 faculty) for the American Society of Radiologic Technologists Scholarship Review Committee
• On the Board of Trustees (1 faculty) for the American Registry of Radiologic Technologists

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<td><strong>To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals)</strong></td>
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<td>The unit provided evidence that accomplishments somewhat align with the mission of the University.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

The Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The Program has maintained the maximum 8 year accreditation after completing the self-study and site visit in 2010 and the interim report in 2014. Annual Reports are submitted by the Program to the JRCERT, and an Interim Report is required at year 4 when an 8 year accreditation has been awarded. The program consistently maintains operations and documentation that aligns with JRCERT standards and regulations. The next self-study and site visit is anticipated in spring 2018.

Programmatic accreditation from the JRCERT benefits the program through verification that the Program offers high quality education in medical imaging, and that professional and educational standards are being met. However, one of the primary constraints related to JRCERT accreditation and meeting the defined standards is the limitation on program clinical capacity. (The clinical capacity of a program is calculated by the JRCERT...
based mostly on the number of x-ray machines available at the recognized clinical sites of the Program.) While the limit ensures the quality of education and clinical competence of Program graduates, the clinical capacity dictates the number of students that can be accepted into each cohort. The IPFW Program accepts 20 students in each cohort in order to comply with the clinical capacity limitation. The BSMI will increase the total capacity of the program from 40 students to 60 students. The BSMI will also allow additional students to enroll by offering previous graduates who have competed an A.S Degree the option to return and complete the BSMI (these students would not require any clinical placement).

Laws and regulations that specifically impact the Department of Medical Imaging and Radiologic Sciences are related to radiation safety requirements and include:

- Program faculty, clinical preceptors, and clinical site technologists must hold current American Registry of Radiologic Technologists (ARRT) registration in Radiography and Indiana State Department of Health (ISDH) Radiologic Technologist Licensure. In order to meet this requirement, technologists must pass the national certification exam and maintain certification, registration and licensure through ethical and continuing education compliance.
- Students enrolled in the professional Program must hold an ISDH Student Permit. Once accepted into the professional program, students complete an application which is signed by the Program Chair and submitted to the state by the Department.
- Clinical sites must provide documentation to the Department that demonstrates Joint Commission accreditation and/or ISDH Radiation Machine Licensure.
- Energized Radiography Lab equipment on campus must maintain ISDH Radiation Machine Licensure. The Department works with the Medical Physics Department at Purdue University to schedule the required equipment inspection bi-annually.
- Program policies must be maintained to coincide with current occupational radiation safety practices and government regulations (e.g. monthly personnel monitoring, pregnancy policy).

The Department maintains records to demonstrate compliance with the radiation safety regulations listed above.
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

| To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit? | The unit did not address this question. | The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact. | The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

The information in this section provides context for some MIRS department data included in the Academic Performance Metrics report. Note: most of the clarification is related to program transitions over time as we moved from the hospitals to the University. Although attempts have been made to provide clear explanations, the transition to the University has resulted in many changes for the program and complexities with data gathering and reporting. Please feel free to contact the Department with any questions.

Department data for number of Associate degrees conferred per year is accurate with the most recent 3 year average being 19 degrees conferred annually. It may be noted that the number averaged closer to 14 from 2007-2011, and then increased beginning in 2012. With the transition from hospital sponsorship to the University in 2010, the program increased the number of students accepted per cohort to the maximum allowable (20) which, as mentioned earlier in this report, is limited based on programmatic accreditation standards. The program will continue to accept the maximum allowable number of students each year and continue efforts to maintain high program completion rates with a goal of graduating 20 students each year. A slight increase in the number of students and graduates may occur as a result of students who have completed the associate degree and return to complete the
bachelor degree. Those students are not counted in our clinical placement numbers for accreditation, so they may enter the program and complete the bachelor degree along with any cohort of 20 students.

The number of undergraduate Medical Imaging Majors 3 year average of 122 includes both pre-medical imaging majors as well as students enrolled in the professional program and may or may not be accurate. Prior to receiving official designation as a department in August 2015, the number of medical imaging majors was included in the data for students enrolled in the College of Health and Human Services (HHS). Up to this point, HHS data has included pre-radiography, radiography, undecided, and transfer program students (some of whom were planning to transfer to IUPUI for medical imaging). The majors are believed to have been indicated separately for the most part; however, based upon advising experiences in the College, there has been some uncertainty that the numbers have been accurate. The Dean of HHS has been working toward clarifying these majors in our College, but the reliability of the data is unclear and it is not certain how/if the numbers may have been impacted through these efforts. Now that the Medical Imaging data will be reported separately for our Department, numbers and trends should be more reliable for our number of majors. If the data is accurate, the downward trend in number of majors over the past several years seems to indicate that the number of students interested in pursuing medical imaging at IPFW has decreased. However, with the exception of this year (2016) the number of qualified candidates who apply to the professional program each year has remained steady at approximately 45 for at least the past 8 years. Selection from 45 qualified applicants to fill 20 available spots in the professional program is considered appropriate (approximately twice the number of applicants as spots available is desirable). The lower number of qualified applicants this year (30) is attributed to the transition to the baccalaureate degree requirements which were implemented this application cycle, but could indicate a downward trend of program applicants. The program regularly participates in recruitment efforts through high school health career courses and programs, and will continue to do so. If the data proves reliable and the downward trend continues and/or if the number of qualified program applicants indicates a similar trend, additional recruitment opportunities with local and regional high schools will be sought.

The Fall-to-Fall persistence 3 year average of 73.6% indicates persistence of pre-medical imaging students who are not yet enrolled in medical imaging courses. This lower number is expected due to the fact that some of the students who apply to the professional program are not accepted and then do not continue in the pre-medical imaging major (although some do, planning to re-apply the following year). The College of Health and Human Services (HHS) Student Success Center advises the students who are not accepted into professional programs in HHS and works with them on their “plan B,” effectively assisting many students toward finding new paths (often in other departments within the College). Once students begin the
professional medical imaging program, persistence increases as indicated by the program 3 year completion rate average of 96.3%.

Credit hours, with a 3 year average of 1080 annually, and net revenue, with a 3 year average of $36,130.10 annually, are both expected to increase over the next few years as the program transitions to the baccalaureate degree. Although a slight increase may be seen over the next few years as some students return to complete the bachelor degree, the increase is expected to occur in fall 2018 when the program will have the three full cohorts of students enrolled in the professional program for the first time. Beginning with the 2018-19 academic year, credit hours should increase to approximately 1600 and net revenue should increase based on current tuition rates and accounting for an increase in instructional FTE costs (the number of instructional FTE should increase from 2.23 to 3.0 based on the hiring of 2 new faculty in 2015).

Revenue does not reflect reliable data as the Department came under University sponsorship in 2010. Prior to that time, the Department personnel were employed by the Hospitals (this is the reason that no data is listed in personnel costs prior to 2010). In addition, 75% of the tuition that students paid to IPFW was remitted to the hospitals due to the fact that the courses were being taught by hospital employees and the program was operated through the hospital budgets. Also not reflected in the Revenue section is the funding that Parkview continues to provide to IPFW in support of MIRS. In 2010 and 2011, Parkview provided $200,000.00 annually to the University in support of the program through the initial transition phase. Since 2012, Parkview has committed to support IPFW MIRS with $100,000.00 annually.

5. Who provides advising to your students? (Please check as many as apply)
   ☒ Faculty   ☐ Peer   ☐ Professional   ☐ N/A
6. Are your students required to meet with an advisor each semester?

Yes

Comments: Students are required to meet with their advisor twice a semester, once at mid-semester and once at end-of-semester, to discuss academic and clinical progress and to determine academic, clinical and professional goals. At these meetings current grades, clinical evaluations, clinical exam competencies, and professional development activities are reviewed and discussed with each student. Advisors highlight student accomplishments and discuss any areas noted for improvement. Students complete a self-assessment and the advisor assists the student in developing goals toward continued progression in the program and/or related to professional growth. The meetings are intended and believed to promote student retention as students receive positive feedback, feel connected to faculty, and are informed of any concerns or possible issues that might hinder continued progression. The meeting at mid-semester particularly provides useful feedback for students related to grades/progression when there is still time to address any matters of concern.

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

See above. A Department policy, form and written guidelines are utilized to provided direction and focus for the faculty advisors.

8. Do you collect employment data for your graduates?

Yes

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

100% of 2015 graduates we have been able to contact are employed. Despite all efforts, MIRS has been unable to contact one of the 17 graduates.
10. If you reported data in question #9, how was this data collected?

The data is largely self-reported. Most of our students contact us to inform us once employment has been obtained, and we reach out to any graduates who have not contacted us to report employment. Additionally, many of our graduates work in imaging departments that serve as program clinical sites and/or with whom we have connections, so tracking of graduates and employment is generally simplified because we see them working at those institutions with our students. Any students with whom we are unable to make contact are not included in the reported data per industry (JRCERT) standards.

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 employment data reported in the destination survey was gathered in May on the day of or near the day of graduation. Only a few of our graduates had obtained employment prior to or close to the date of graduation, so the data reported in the Destination Survey is low compared to our reported data. We continue to collect data until we have received reports that all students are employed or until the allotted 12 month time period (as defined by JRCERT industry standards), whichever occurs first. The majority of our graduates are employed well within 6 months of graduation.

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.

Nothing to add or contextualize.

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

No response at this time.

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

Cheryl Duncan, Andrew Boehm, Michelle Fritz, Stephanie Lehto, Matthew Powell
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:

   Establish Department Status as the Department of Medical Imaging & Radiologic Sciences (MIRS) (Presently, the AS degree in Radiography is offered as a program under the College of Health and Human Services.)

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?

   Increased transparency in resource allocation budget formation and administration, and personnel decisions.

   **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. |
|---|---|---|---|---|
| **1st Plan 2020 Goal** | **Area I Goals** | **Area II Goals** | **Area III Goals** | **Area IV Goals** |
| | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| **2nd Plan 2020 Goal** | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| **3rd Plan 2020 Goal** | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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

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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<tr>
<td>Do the unit goals align with the University’s goals?</td>
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<tr>
<td>Goal does not align with the University’s goals.</td>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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<tr>
<td>Are clearly stated performance measures provided for each goal?</td>
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<td>(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>
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12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

Benefited Select Yes/No

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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<tr>
<th>RUBRIC</th>
<th>Are time frames included for each performance measure (metric)?</th>
<th>No time frames are included with the performance measures.</th>
<th>Some of the performance measures include time frames.</th>
<th>All performance measures include time frames.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 2

1. Enter a unit goal:

   Implementation of the Bachelor of Science in Medical Imaging and phasing out of the Associate of Science in Radiography.

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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<th></th>
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<tr>
<td><strong>1st Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
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<td><strong>2nd Plan 2020 Goal</strong></td>
<td>I.O.1a</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
<td>I.O.2b</td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
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</table>

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

High

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

Medical Imaging & Radiologic Sciences - USAP Report
Transition to the Bachelor degree from the associate degree aligns with and supports the University mission to offer baccalaureate degree programs to students in our region. The baccalaureate degree offers a professional level of education as identified by our professional community and as recognized by the national professional society for medical imaging professionals, the American Society of Radiologic Technologists. The baccalaureate degree offers our graduates expanded career options and greater opportunities for advancement throughout their future career in medical imaging and healthcare.

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

Offered new BSMI course, RADX R320 Professional Development, in fall 2016 with 6 returning students enrolled.

Offering second new course, RADX R400 Leadership, in spring 2016 with 6 returning students enrolled.

Reallocated the 2 current Part-Time Radiography Instructors Positions to 2 Full-Time Faculty Positions. Two new faculty members began appointments in fall 2015.

Completed revisions of numerous administrative and advising forms, policies, procedures, and publications to reflect the program changes.

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

Accept first BSMI cohort to begin in fall 2016. Applications have been submitted and are currently being processed. Approximately 30 applications have been received as of the application deadline March 1, 2016.

Offer two additional new courses, RADX 410 PACS/RIS and RADX R451 Principles of CT, in fall 2016 with expected enrollment of at least 6 returning students.

Offer two new courses, RADX R450 Quality Management and RADX R481 Medical Imaging Capstone, in spring 2017 with expected enrollment of at least 6 returning students.

Note: The number of returning students is expected to increase beginning in fall 2016 by at least 2 based on interest of students who will graduate in May 2016.

Support additional modality credentialing needs of current faculty. Additional credentialing needs have been identified: 1 new faculty member will be seeking
imaging informatics certification in summer 2016 and CT certification by end of fall 2016; 1 new faculty member will be seeking MRI certification by end of fall 2016.

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<tr>
<td>Goal does not align with the University's goals.</td>
<td>The goal is somewhat aligned with the University's goals.</td>
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</table>

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

A. Appointment of 2 Full-time Faculty – Completed fall 2015.

B. Number of new courses offered each semester or academic year:
   
   One course per semester in year one (2015-16 academic year) – completed
   
   Two courses per semester in year two (2016-17 academic year)

C. Acceptance of first cohort in BSMI in fall 2016 (graduation anticipated in May 2019).

D. Credentialing of faculty to meet the needs of the program – 3 new credentials anticipated by end of fall 2016.

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<td>The unit provided performance measures but they are not clearly stated.</td>
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</table>

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

Yes

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

Faculty have been hired and are in place to teach the BSMI curriculum. In order to support the additional credentialing needs of faculty, Department Professional Development funds will be utilized to provide for education needs and funding for first-attempt examination fees.

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

No reallocation necessary, resources are in place.

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.

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<th>CUL - # of positions needed</th>
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<th>Non Recurring</th>
<th>S &amp; E — Recurring</th>
<th>Non Recurring</th>
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Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.

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

Other: Describe:  Click here to enter text.

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

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

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

Click here to enter text.

| 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?

In addition to didactic preparation, faculty will need to complete clinical competencies in order to be eligible to sit for CT and MRI credentialing examinations. The faculty and program clinical director have been working with 2 of our existing clinical sites to arrange for faculty members to complete the required competencies. Approval is expected at the sites we are currently working with, however, we plan to contact other sites for approval if there is a need.
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<td>Challenges are not included in the unit's report.</td>
<td>Challenges are listed but they are not clearly stated.</td>
<td>Clearly stated challenges are included for this goal.</td>
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<td>TASK FORCE COMMENTS AND/OR QUESTIONS:</td>
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19. What is your timeline for accomplishing this goal?

1-2 years

Dates: The implementation of the BSMI has begun, and the dates for accomplishment of related specific tasks are identified above. The phasing out of the Associate Degree will occur upon the graduation of the last cohort of Associate Degree in Radiography students in May 2017.

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<tr>
<td>TASK FORCE COMMENTS AND/OR QUESTIONS:</td>
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Goal 3

1. Enter a unit goal:

Secure space in basement of Neff for second Imaging Equipment Laboratory & install stored equipment.

2. Status of goal:

☐ Completed   ☐ Eliminated   ☐ Modified   ☒ In Process   ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

   High

8. **Why is this goal important to your unit, the university or both?**
The additional radiography lab will provide medical imaging students with experience utilizing multiple types of medical imaging equipment. There are many manufacturers of medical imaging equipment, however, two of the most commonly used products today (in our region and across the United States) are manufactured by Philips and by General Electric. The existing lab currently allows students to gain proficiency with Philips imaging equipment. The additional lab will provide experience and lead to proficiency working with General Electric imaging equipment, thus enhancing the education and preparation of medical imaging students for clinical practice. Although imaging equipment from various manufacturers is similar, there are some very specific differences in equipment operation that require hands on practical experience that can be best gained in a lab situation and then applied in clinical practice. Gaining proficiency with imaging equipment from two major manufacturers will ultimately result in improved student learning outcomes and improved graduate and employer satisfaction.

The additional lab will also improve scheduling efficiency for MIRS faculty and students. Scheduling conflicts for the current lab occasionally occur due to the scheduling of lab courses around clinical schedules and also due to increased course demand for lab use. One contributing factor of scheduling conflicts for the lab is related to having one lab and two cohorts of students around which we schedule class, clinical and lab time. Each semester, one cohort of students meets off-campus for lab sessions due to the scheduling conflicts. The off-campus lab takes place in the Radiology Department of an area hospital utilizing patient x-ray rooms and equipment around patient workflow. Students and instructors must often stop in the midst of lab demonstrations and practical exams to allow patient procedures to continue uninterrupted in the Radiology Department. Our use of hospital x-ray rooms interrupts both the effectiveness of student learning and the efficiency of patient flow at the hospital. The additional lab space will alleviate current scheduling issues, and will decrease the impact of even greater scheduling complications that will arise with the implementation of the BSMI and its expanded curriculum and scheduling of three cohorts of students. A second contributing factor of scheduling conflicts is the increased demand for use of the lab for various medical imaging courses. Although the lab has primarily been used for procedural positioning demonstration, practice and practical examinations, the addition of image processing equipment (received from grant funding and gifts) has expanded the possible use for the current lab. This expanded capability of the current lab has resulted in greater demand for scheduling of courses in the lab space. The second lab, would allow appropriate scheduling for all medical imaging courses that need medical imaging lab equipment, including new courses that will be offered in bachelor degree curriculum.
Of note: The x-ray equipment has already been donated to the Department for this purpose and is being stored on campus. (MIRS is currently paying $849.00 annually to store equipment.) Additionally, the department has recently been contacted with the offer of 2 additional donations, a second portable x-ray machine and a bone densitometry machine. The addition of the second lab would allow the space needed for the two new donations, neither of which would require any installation but would offer expanded educational opportunities for IPFW MIRS students. The new equipment donations could be stored with the existing x-ray equipment until the space is approved and made ready.

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

Meetings were conducted in spring and summer 2015 with MIRS Faculty and the College of Health and Human Services (HHS) Dean to determine needs for the lab space.

Neff B42 was identified as ideal based on room location, layout and structure of the space, and availability of sinks for infection control demonstrations related to patient care (the room was previously a nursing lab classroom). A proposal was drafted in summer 2015 for renovation of the space with basic room design and costs associated with installation of equipment.

The proposal was submitted in August 2015 to the Vice Chancellor of Academic Affairs via the HHS Dean, and was then passed on as part of a renovation request to a campus committee. The request was denied in November 2015 as the proposal did not fit the criteria for renovation being considered by the committee.

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

After several follow-up meetings with the HHS Dean in fall 2015 and spring 2016, MIRS plans to strengthen the rationale and update the proposal including additional scheduling conflict information as well as information regarding new equipment donations. The updated request will also include proposed funding that can be provided from the department to support the cost of installation. Although MIRS cannot afford the total cost, the Department holds a fund targeted for equipment, a portion of which could be used to (slightly) offset costs related to the new lab. The funds available from MIRS would support approximately 10-15% of the total expected cost. The request to the Dean and Vice Chancellor of Academic Affairs will be submitted in late spring 2016.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Proposal submitted to Dean – spring 2016

Approval of request for space and renovation – summer / fall 2016

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?

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.

Approximately $5,000.00 will be allocated from the MIRS miscellaneous revenue equipment fund to support the renovation and installation of the new lab.

The Department would realize a cost saving of $849.00 annually related to the fees for equipment storage. To date, the Department has paid approximately $2500.00 for storage of the equipment.

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

Although the Department can offer to provide some funding toward the project, MIRS will be unable to accomplish this goal without the provision of additional University resources. Partial funding for this project will not accomplish what is needed to complete the goal.

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:  Funding for Installation of X-ray equipment is needed.
Approximate total cost of installation = $35,000.00 - $40,000.00
Funding needed from the University (minus $5,000.00 from MIRS) = $30,000.00-35,000.00
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?

Additional resources would be used for equipment installation.

| RUBRIC |
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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?

Allocation of space in Neff will be required to meet this goal. The Department would consider any other space on campus that might be offered if no space is available in Neff.
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.

| 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?

Less than 1 year

Dates: See above for specific dates related to each action.

RUBRIC

Are time frames included for each performance measure (metric)?

| 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:

   Provide Continuing Education courses and programs for imaging and healthcare professionals in the IPFW community.

2. Status of goal:

   ☐ Completed  ☒ Eliminated  ☐ Modified  ☐ In Process  ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

Click here to enter text.

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<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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</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.

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

Click here to enter text.

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

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

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

Click here to enter text.

| RUBRIC |
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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:**
Goal 5

1. Enter a unit goal:

   Develop Honors Curriculum for BSMI.

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?** | 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.

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<th>S &amp; E — Recurring</th>
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<th>Equipment — Recurring</th>
<th>Non Recurring</th>
<th>Other: Describe</th>
</tr>
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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:**
Goal 6

1. Enter a unit goal:
   Establish a scholarship for Medical Imaging students.

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

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

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

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

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

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

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

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

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<td>IV.M.2</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?

   The goal is important to the Department because:
• Establishment of an endowed MIRS Scholarship will provide sustainable funding for merit awards for medical imaging students.
• Scholarships awarded to students will recognize student achievement and promote future support and engagement from those graduates who have received awards.
• Fundraising efforts for scholarships support alumni engagement as events largely involve program graduates in event planning and participation.

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

As a result of the IPFW 50 Year Anniversary Celebration efforts, an alum approached the Medical Imaging Department and the Development Office in spring 2015 to discuss establishment of an endowed scholarship for MIRS students. The committed donation from the alum will provide $15,000.00 over a period of 5 years toward the total $25,000.00 required to establish the endowment. The Department agreed to conduct fundraising events that would support the remaining funds ($9,000.00) needed to establish the endowment.

The Department held its first annual fundraising event in March 2015. The event was planned in cooperation with the IPFW Department of Hospitality & Tourism Management as part of a course. Invitations were sent to MIRS alumni and friends and 42 individuals attended. The event included a sit-down dinner and a silent auction, raising approximately $900.00 toward the scholarship. Although the initial event was small, it provided a great learning experience for the Department and has informed our planning for future events.

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

Plan an annual fundraising event focusing on raising funds for the Sarratore RADX Scholarship. The Department is currently planning an event for summer 2016 with a committee that includes Department faculty and alumni. The goal for 2016 is to increase the number of attendees to 55-60 and increase the donations for the scholarship to approximately $2000.00.

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

*Conduct 1 Fundraising Drive each year to raise at least $500.00 with next mailing – next mailing solicitation spring 2016*

*Hold Annual Fundraising Event to raise $2000.00 at next event – next event summer 2016*

*Funds raised to establish endowment – 2020*

**RUBRIC**

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

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

Yes

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

*The Department faculty and staff will continue to develop and conduct fund drives and ongoing fundraising efforts as well as identify potential donors.*

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

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

Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.
RUBRIC

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

The Department will be relying on the engagement and support of MIRS alumni and friends to accomplish fundraising efforts. Faculty have initiated the engagement of alumni in the community who are committed to planning the summer 2016 event.

RUBRIC

Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.

| Challenges are not included in the unit’s report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: See above for specific dates related to outlined actions.
| 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 - #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?

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

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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?

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?

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.

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Benefited  Select Yes/No

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

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

Click here to enter text.

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

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

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| 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 - #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.

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

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

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

Click here to choose.

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
Other: Describe:

Click here to enter amount.

Click here to enter amount.

Click here to enter amount.

Click here to enter amount.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:   Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|-----------------|
| 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?

Click here to enter text.

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

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

Benefited Select Yes/No

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

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

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

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

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

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

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

Click here to enter text.

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.
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

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

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

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

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

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

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

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

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

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.

Do the unit goals align with the University’s goals?

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

Click here to enter text.

Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).

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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  
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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<td><strong>performance measure</strong> (metric)?**</td>
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<td>frames.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #5

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

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

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

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

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

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

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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?

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

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

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

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

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

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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.

| 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 |
|-----------------|-----------------|-----------------|
| **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.

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