Part I

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

REPORT Academic Year 2014-2015

The Music Department provides undergraduate programs that drive the cultural, intellectual, social, and economic advancement of our students and our region. Because our discipline fosters both critical and creative thinking as well as performance, the Music Department provides an excellent environment for professional and intellectual growth.

Unique degree offerings, superb ensembles, and private instruction in all instruments and voice provided by artist faculty create a spirited, friendly environment that is both intellectually and artistically nurturing. Academic and career advising occurs in both formal and informal contexts. Small classes facilitate considerable interaction between faculty and students throughout our curriculum.

Music Department Mission
The IPFW Department of Music prepares students for careers as professional musicians and serves the university, the Greater Fort Wayne area, and the communities of northeastern Indiana as a musical center and cultural resource.

Vision
The IPFW Department of Music will be recognized nationally for the outstanding quality and value of its undergraduate programs in music. Housed in an exceptional facility for music study and performance and supported by a network of significant community partnerships, the department will be noted for its position as the major musical resource for northeastern Indiana. Faculty will be known for the excellence of their performance and scholarship as well as their contributions to the culture of the university and their professions. Graduates will be respected for their comprehensive preparation to be scholars, performers, and practitioners in their chosen careers.

Values:
- A vibrant academic environment that respects creativity, intellectual inquiry, and scholarly collaboration
- A culture of excellence that upholds the highest academic, artistic, and ethical standards
- Intentional development of each student’s potential through interaction with engaged artist teachers and scholars
- Musical enterprises that encourage discovery and appreciation of a diversity of musical styles, genres, traditions, and points of view
- The merit, integrity, and significance of the Indiana University degrees it awards
Evidence is provided below

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

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

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

- 100% of the graduates in our two largest degrees, Music Education and Music Therapy, are employed or in graduate school, as explained in #9.
- Wind Ensemble performance on state Indiana Music Education Association Conference and also accepted for prestigious performance in Carnegie Hall
- faculty members who are Fort Wayne Philharmonic members performed over 70 concerts for thousands in audiences
- organized and presented special concerts to celebrate IPFW 50th Anniversary. The 50 Hands Monster Piano Concert in Auer Hall had an audience of 845 and was broadcast on BS
- Holiday Concert in Auer Hall broadcast live on PBS. Had an in-house audience of 1,125.
- strengthened partnership with Sweetwater Sound with a new music technology director, many student internships and placing graduates and current students in jobs
- faculty accepted for prestigious performance venues in France, Austria, Italy and across the US
- hosted several internationally known guest artists for master classes with students
- hosted several summer workshops including piano camp, string camp and others along with our partners in the Community Arts Academy
• provided facilities and collaboration with the Fort Wayne Philharmonic, Fort Wayne Youth Orchestras, Fort Wayne Children’s Choir, Fort Wayne Community Band and the Voices of Unity on a daily basis throughout the year.

• provided teachers, teaching space and payment processing for a thriving Community Arts program in applied musical study

• IPFW student musicians traveled to several venues for performances and cultural enrichment in the region and state as well as internationally in Italy and Austria

• audiences numbering in the thousands on and off campus heard dozens of concerts by IPFW students, faculty and guest artists and via radio and television broadcasts. A partial list is attached with attendance numbers.

Students engaged professionally in experiential learning in the following:

• Expanded and continued internships for students in music therapy, music education and music and an outside field (technology): e.g. VA Hospital in Marion, Fort Wayne Children’s Choir, WFWA, Sweetwater Sound, Parkview Field Choir.

• Students served as paid assistants for the area marching bands.

• Students were paid to perform with the Fort Wayne Philharmonic, Heartland Chamber Singers and the Bach Collegium.

In serving as a Regional Intellectual and Cultural hub, faculty ran the following events drawing the best students from the region:

• IPFW Gene Marcus Piano Competition
• Three Rivers Honor Band
• IPFW Honor Jazz Band
• Three Rivers Honor Choir
• 23rd Annual Mid-America Guitar Festival

The music department by the very nature of the art serves as a vital part of the Outreach function for IPFW. Among other things, we provide the music for the graduation ceremony and Honors Convocation.
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

**National Association of Schools of Music (NASM).** We hosted our 10-year accreditation visit in the fall of 2014 and accepted the Visitors Report in the spring of 2015. Included in the review are: degrees, curricula, course offerings and descriptions, faculty (observations of teaching), performances of individual students and ensembles, facilities, files and all office support functions, library holdings, budget and institutional support. A follow up response was formulated by the Music Department and submitted in May of 2015.

**Certification Board for Music Therapists (CBMT),** the body which oversees the professional exams. In the last 8 years, during which the current curriculum has been in place, all but one graduate passed the CBMT exam on the first attempt, 100% for 7 of 8 years. The national average for first attempt pass rate during these years ranged from 68-72%.

100% of the music therapy graduates have been employed during this time.

**American Music Therapy Association, Inc. (AMTA).** In order for students to be eligible to take the CBMT credentialing exam, the program from which they graduate must be approved by AMTA. An IPFW music therapy program self-study was submitted to AMTA in June of 2015, and the program was subsequently re-approved in November of 2015. This self-study included a detailed review of the curriculum, the clinical training program, faculty qualifications, and how these meet the Professional Music Therapy Competencies and the Standards for Education and Training outlined by AMTA.

A pre-proposal for a Masters in Music Therapy (MMT) was submitted to the faculty in fall of 2015. The profession plans to move to board certification only at the masters level of
education and training. The establishment of an MMT program will require additional faculty and continued development of new clinical training site in the community.

**Indiana Department of Education**

All Music Education students must be prepared through coursework for the Praxis exams, I for basic knowledge, II for subject area. 100% of the Music Education students taking the exam passed, one student making the highest score in the state.

Faculty members from music continue to examine music education courses for alignment with changes in state certification requirements. Upcoming changes in certification examinations in music are also influencing the preparation of majors in this program.

100% of music education graduates were offered teaching positions, two opting instead to pursue graduate studies.

**Indiana Commission for Higher Education (ICHE)**

State mandates for a 120 hour limit on undergraduate degrees continues to restrict programming in many of the music degrees, especially in the Bachelor of Music Education degree due to its required student teaching component and need to meet state guidelines and NASM standards. Although this degree has a special exemption presently it, like all music degrees, tends to follow the national average in excess of 120 total semester hours

| 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 number of music majors held steady despite the loss of full-time and contract positions and continued low funding support.

Credit hour generation for majors held steady while there was a noticeable drop in non-music major credit generation. This is likely related to changes in the general education program and the music department response to them.

In addition to university metrics, the College of Visual and Performing Arts has also collected metrics that more fully reflect music department functions in the area of providing cultural resources to the area and in its association with community partners. These numbers also demonstrate the unique role that music plays in recruiting students and also developing awareness of the university among community members and across the nation. (See addendum: VPA USAP Metrics).

The budget for music, when compared to data from the National Association of Schools of Music (our accrediting agency), demonstrates a very low level of funding that is clearly reflected in their 10-year study of our program. Public music programs of our enrollment size average almost 4 times the general institutional operational budget funding that IPFW provided in 2014-15. Comparable programs also fund an additional $50,000-$65,000 in recurring equipment budgeting while IPFW offered no such recurring budget assistance in past years. Progress was made in the spring of 2015 with a commitment by the university to create a recurring fund for equipment repair and maintenance.

Likewise, our music department relies too much on LTL teaching for the number of music majors based on accreditation standards. According to the National Center for Educational Statistics, on average 60% of faculty are tenure-track while our department has only 29% of its teaching done by tenure-track faculty. The applied LTL’s (only 4 tenure-track faculty are applied) engage in their own private teaching charging a substantially higher rate than we pay them. In addition to the standard issue of LTL’s being less available to students, LTL’s in the music department also most frequently are not able to engage in vital outside-the-class activities such as attending student concerts. Nor can most of them participate actively in the recruitment essential to the survival of any music program.

Increasing the cost of instruction per credit hour are the following.

- All music students receive private instruction every semester of their degree work until successfully completing their senior recitals.
- The major ensembles meet 4.5 hours per week, the others 2 to 3 hours per week, all for only one credit hour;
- Numerous other essential professional courses were similarly reduced in credit hours to attempt to accommodate the 120 credit hour limit.
- The instructors for all of these offerings are paid by or receive credit for teaching contact hours.
The employment data is discussed in #8 and #9.

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: Due to department restrictions on music courses, music students must have a faculty member enroll them in many courses they take every semester. The major degree advisors also monitor their progress toward their degrees.

7. Does your department have formal advising policies that are to be followed?
   - In addition to the above, the applied instructors carry on weekly conversations about the students’ career goals and progress. The students must successfully complete the first three semesters of music core classes and be enrolled in the fourth in order to qualify to take their Upper Divisional Performance Exams. Thus, the areas of performance and core course work overlap and must be monitored closely. The instructors for these core courses keep the other faculty informed of students who are in trouble in these courses in the middle of the semester. Advisors and applied instructors can then engage in extra conversations with the students regarding this, providing a broader base for mentoring.

8. Do you collect employment data for your graduates?
   - The degree coordinators for Music Therapy and Music Education are the primary references for their graduates, thus stay well-informed about their subsequent careers. The applied instructors serve a similar function for performance majors. Our new coordinator for Music Technology will now be able to provide the same oversight to that area.

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.
   - Music: Employed or continuing education 64% according to the above survey.
• 100% of the Music Therapists are employed, most working in health care settings so would be included in numbers relating to that. They are often employed under titles such as Recreational Therapists

• 100% of the Music Education graduates received school position offers, two opting to continue on to graduate school instead. The ones teaching would be included in the Education statistics.

• Music Technology graduates would be employed under various job titles and in various professional settings, thus would not be isolated into one category.

• Performance majors would not be captured because most of this profession works on the basis of independent contract, through agents at higher levels, for example. Several graduates are employed in several part-time jobs, such as playing for churches or the Fort Wayne Ballet, or teaching at Sweetwater Music Academy. Those teaching private lessons would fall into the above categories.

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

   Explained above in #8

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.

   To collect better information on students following graduation, the Music Department will need the assistance of the data collecting and analysis units to better measure continued activity in music that might be apart from standard employment situations. These include part time performance and teaching and also community music involvement.

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.

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

No

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


A committee of four did the last draft, with significant input from other faculty in their areas. The full-time and contract faculty reviewed the entire document two times and voted to approve the final version.
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 an endowed concert series to bring notable guest artists, composers, and/or ensembles to campus to interact with students and present public concerts, to supplement an increasingly enriched regular and varied series of public concerts and events.

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?

   NA

   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: An endowment was initiated with a private donation. A concert series is an on-going and vital function of the Music Department, the campus, and the region, and remains a prominent goal. In addition, the department provides extensive programming throughout the year directly related to the same Goal Areas.

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>2nd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>III.C - Cultural and artistic programming</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>III.M.1</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>
7. Is the unit goal a high, medium or low priority?

High

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

Regular concerts and musical events are vital to IPFW’s mission to serve as the intellectual, artistic, and cultural leader for our community and region. Our endowed concert series greatly expands IPFW’s community outreach in the following ways.

I.B. Process Goals: Increase student engagement

Visiting artists of the highest caliber not only perform, they teach in master classes, rehearsals, and classroom discussion. Joint performances of master musician and students often are the result of the visit.

Contact with world-class musicians in rehearsals, masterclasses, classroom discussion and in the artists’ performances offers students multiple opportunities to increase their understanding of the musical arts through personal interaction with the artists. As they listen, discuss, observe a master musician, students are engaged, and the results are immediately evident in their own performance.

I.B.1: Increase opportunities for engaged and experiential learning including service learning and internship programs.

Guest artists rehearse and perform with students, students have the opportunity to combine their theoretical knowledge with experience as they engage in performance with the master musicians. Assessment of what they learn is immediate. Active learning takes place individually (masterclass) and collectively (ensemble rehearsal). Students’ theoretical knowledge of the musical arts translates into action in rehearsal and in performance.

III.M.1: An endowed concert series is vitally important to IPFW in order to offer and support intellectual, cultural, and artistic growth in our department, on campus, in the region. Colleagues across campus, students, music faculty, and community members are given access to musicians from the great musical centers of the country, thus supporting the university’s “Vision” for graduating students who are prepared to improve the quality of life in their communities and in the world. An endowed concert series supports our departmental mission, and supports the university’s mission to drive the intellectual, social, economic, and cultural advancement of our students and our region by enriching the Fort Wayne community in ways comparable to all upwardly advancing US cities whose cultural capital is a selling point to new business and artisan communities.
9. If continuing your goal, what progress have you made or which action steps have been completed?

   We have established a committee to plan guest artist appearances and have booked our first major artist. We will collect next year figures on music students these artists work with.

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

   We continue to seek donations to expand the program offerings, in cooperation with Advancement and with the Fort Wayne Philharmonic and other arts organizations.

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

| TASK FORCE COMMENTS AND/OR QUESTIONS: |

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

   We will assess the efficacy of the program with the compilation of attendance figures, amount of money available, number of guests (ensembles’ fees can be more expensive than individual musicians’ fees), number of students engaged with guest artists.

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

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

For the series with outside artists, we will seek other donations in order to expand the programming.

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?

NA

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

NA

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

We are planning for a limited single visit by a guest artist of national stature as opposed to several guests in a series.

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

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefited</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S &amp; W — Recurring</th>
<th>NA</th>
<th>$$: Click here to enter amount.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>NA</td>
<td>$$: Click here to enter amount.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S &amp; E — Recurring</th>
<th>NA</th>
<th>$$: Click here to enter amount.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>NA</td>
<td>$$: Click here to enter amount.</td>
</tr>
</tbody>
</table>
Other: Describe: Additional guest artist budget monies

<table>
<thead>
<tr>
<th>Other — Recurring</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>$$: 15,000</td>
</tr>
<tr>
<td></td>
<td>$$: Click here to enter amount.</td>
</tr>
</tbody>
</table>

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

Arrange for additional guest artists including masterclasses and performances.

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

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

Publicity must be very effective, timely and comprehensive. We must also share our performance spaces with organizations outside the university and community partners.
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: This goal is ongoing, a constant necessity for all music departments.

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 2

1. Enter a unit goal:

Promote retention through the alignment of written, aural, and keyboard theory goals and curricula and through support for students in difficulty in these courses.

2. Status of goal:

☐ Completed    ☐ Eliminated    ☒ Modified    ☒ In Process    ☐ New

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

NA

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: The goal was expanded to include Student Success, focused on retention.

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

5. Type of goal:

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

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

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

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

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

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

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

High

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

It is focused on retention and assessment of student learning. These are the gateway courses (foundational, high-risk and high enrollment) required of all students in the Music
Department. The success of all music students in these courses is essential to their completing their degrees.

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

For Class Piano, all music students everywhere must pass the equivalent of a Keyboard (Piano) Proficiency Examination, accomplished only through coursework unless they enter with significant background.

The theory courses and class piano have some basic content and concepts in common which need to be taught in a consistent manner and at approximately the same time. If done correctly, this provides more reinforcement for the students and creates a more unified curriculum. The Class Piano curriculum now includes increased support for the theory courses.

To oversee the goals, a Coordinator of Theory was named in Fall 2015 for the first time in many years. This position is currently filled by the Coordinator of Class Piano, so cooperation between the areas is more easily accomplished. Meetings have been held with the faculty and the chair, then regularly among the teaching faculty to insure coordination and discuss issues as they arise.

The syllabi for all courses were coordinated in course content and flow and exam content and timing.

For three years, we have given all incoming students placement exams in theory and ear training. They were assigned to sections and to a supplementary Drill Class if needed.

The last two years scores on the Placement Exam predicted their rank in the first semester of Music Theory. The Placement Exams in Fall 2015 distributed into a Bell Curve, slightly skewed to the top end. Their final grades for the first semester of study distributed as follows: A – 47%, B - 29%, C - 16%, D/F – 3%. The highest and lowest scores on the Placement were the highest and lowest in the class, with the exception of one student who worked very hard to score high in the class.

10. What action(s) does your unit plan to take to support this unit goal?
In the future, we must hire a Director of Theory to replace the numerous part-time faculty in this area and the temporary Coordinator. The courses require significant investment of time outside the classroom, something which we cannot expect part time faculty to do. The assessment and oversight for this area needs to be in the hands of a tenure-track expert in the field, for purposes of both real and perceived (by students and accreditors) validity of the offerings.

We plan to use a teaching and testing software package to provide extra drill and instruction for all students in place of the Drill Class used now for about 50% of the class. The two full-time theory faculty are researching this and meeting in person with representatives from the publishers.

In the Fall of 2016, we will finally be able to coordinate class piano with theory.

| 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?

The first part of the goal - the work of a Coordinator – can be measured only indirectly through what will hopefully be increased success of the students, i.e. the percentage of students who pass the courses and are retained in the department.

As music majors, students must make at least a C- in these courses. The following is the first entering class we have tracked through the 3rd semester of music theory study.

- 38 students entered Music Theory I in Fa 14.
- 42 students entered Music Theory II in Sp 15, including some who did not pass the previous year and some transfer students.
- 30 students entered Music Theory III in Fa 15, 79% of the number entering Music Theory I.

Although the system in use yielded some positive results, it has proven cumbersome and confusing for advisors and consumed many extra hours on the part of the two full-time faculty. It also locked up extra class hours preventing the students from enrolling in other courses. It is unsustainable, particularly with the current teaching staff due to their responsibilities and the number of LTLs in the area.
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

No. We are having to change the teaching structure for Fall 2016 to accommodate the problems mentioned. The number of part-time faculty serving is a serious hindrance to the area, 69% of the teaching staff for theory and ear training. Only 11% is taught by a faculty member in a tenured position. Teaching the unique area of ear training - a skills class in which all students struggle the most - are only LTLs.

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?

It is now accomplished by one tenured faculty serving as the Coordinator for both Theory/Ear Training and Class Piano, both requiring work well beyond a teaching load because of the supervision required by the number of LTLs in both areas: 69% in Theory/Ear Training; 75% in class piano.

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

NA

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

Hire a full time music theory pedagogue to guide the program.
16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed 1

    Benefited  Yes

S & W — Recurring  Yes  $$: 50000
Non Recurring  NA

S & E — Recurring  NA  $$: Click here to enter amount.
Non Recurring  NA  $$: Click here to enter amount.

Equipment — Recurring  NA  $$: Click here to enter amount.
Non Recurring  NA  $$: Click here to enter amount.

Other: Describe:  NA

Other — Recurring  NA  $$: Click here to enter amount.
Non Recurring  NA  $$: Click here to enter amount.

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

For a full-time position in Theory/Ear Training to teach, establish the curriculum for this area, create comprehensive assessment processes, determine the appropriate placement procedures for incoming students, and oversee part-time faculty.
**RUBRIC**

<table>
<thead>
<tr>
<th>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.)</th>
<th>No budget information is provided.</th>
<th>Budget plan is included but is not clearly stated.</th>
<th>Goal has a clearly stated budget plan.</th>
</tr>
</thead>
</table>

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

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

Accomplishing the goal without a dedicated position currently requires significant extra work for the current full-time faculty members involved, as explained above in 9, 10 and 13. It is not a sustainable situation, particularly for faculty seeking tenure.

**RUBRIC**

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

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: The assessment of courses can and will be done by the semester, hopefully showing an increasingly effective result for student success. This will remain an ongoing process, as improvement is a constant goal. The hope is to be allowed to hire the essential expert in this area in the next two years. Assessing the results of that action will obviously have to follow.
<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
</tr>
<tr>
<td>No time frames are included with the performance measures.</td>
</tr>
<tr>
<td>Some of the performance measures include time frames.</td>
</tr>
<tr>
<td>All performance measures include time frames.</td>
</tr>
</tbody>
</table>

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

---
Goal 3

1. Enter a unit goal:

   Increased enrollment of fully-admitted degree-seeking students to 180 with emphasis on increasing selectivity by improving and focusing recruitment efforts and selective scholarship offerings.

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: Refinement of recruiting efforts and effective scholarship offerings is ongoing. We need not just numbers, but students with certain abilities.

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

5. Type of goal:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>2nd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>III.C - Cultural and artistic programming</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>IV.O.1a</td>
</tr>
</tbody>
</table>

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

High

8. Why is this goal important to your unit, the university or both?
Our enrollment numbers equate to a healthy community of learners and musicians cooperating in music making. Students derive a great deal of inspiration and motivation from collaborative efforts.

Like athletics, music has the need for students with specific skills; e.g. instruments to fully staff ensembles (such as the oboe); tenors for the choir; high quality players for small ensembles, who are essential for the learning environment and also for outreach. In the case of the latter, the ensembles cannot even exist without the players on every instrument.

III.C. Produce and sponsor outstanding cultural and artistic programming. To attract high quality students, we must offer high quality educational and artistic events. These students, in turn, steadily improve the quality of the performances.

Performance opportunities also attract high quality students, who have more openings for this in our department than they would have in larger departments. These opportunities include unique events hosted at IPFW such as the Midwestern Guitar Ensemble Festival. Our students also, as mentioned in Part I, are able to work with renowned composers and performers brought to IPFW.

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

According to the most recent data provided by Dr. Drummond, the Music Department has been holding steady around 174 majors. We hope now to refine our focus toward attracting a higher quality of student, reflected by their entering performance level and standardized test scores. We will begin collecting this data this year. We can also verify the quality of the students’ performance through regional and state competitions (specific information in # 11).

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

Increase community awareness with high quality performances by IPFW students individually and in ensembles.

We have a number of events we regularly host to facilitate these goals including:

- IPFW Gene Marcus Piano Competition
- Festivals (Three Rivers Band Festival, Three Rivers Choral Festival, IPFW Honor Jazz Band)
Faculty attend the following events to identify and recruit students:

- Indiana State School Music Association (ISSMA) events: district and state levels
- Trips to regional schools (tours, outreach concerts).
- Individual outreach, such as the band director with a number of instrumental faculty. More detailed information on this is attached.

Establish and or maintain strong relationships with area teachers in public and private schools as well as private instructors, through events and personal visits to the school ensembles

Recruiting earlier in the academic year and also scheduling auditions and offering scholarships on an earlier timetable will help in competition for the best students.

Relationships with community organizations (Fort Wayne Childrens’ Choir, The Unity Choir, The Fort Wayne Philharmonic, The Fort Wayne Philharmonic Youth Orchestras, Sweetwater Music)

Offerings through the Community Arts Academy

Marketing through the Dean’s office

| 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?

See #9 above for data collection

Number of entering music students at higher performance levels based on audition criteria.

Persistence rates: National norm for open-admission institutions is 60% according to the National Center for Education Statistics. The Music Department’s rate is 80.5 %.

For Measurement of quality, using outside adjudication of our individual students in events such as the state level of the National Association of Teachers of Singing. In Fall of 2014, in this competitive event by levels, one student placed first, three placed second, and two placed third in the state.
Our Wind Ensemble was accepted to perform at Carnegie Hall on a program with the ensemble from Indiana University Bloomington.

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

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

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

   Partial

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

   NA

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

   NA

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

   A committee and the chair worked to reallocate some of the scholarship money to make it more broadly available by removing some restrictions. Another committee is studying our recruitment process and roles for the faculty, admissions, and administration to seek greater effectiveness through clarity in these roles and the process.
16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefited</td>
<td>NA</td>
</tr>
</tbody>
</table>

| S & W — Recurring          | NA $: Click here to enter amount. |
| Non Recurring              | NA $: Click here to enter amount. |

| S & E — Recurring          | NA $: Click here to enter amount. |
| Non Recurring              | NA $: Click here to enter amount. |

| Equipment — Recurring      | NA $: Click here to enter amount. |
| Non Recurring              | NA $: Click here to enter amount. |

Other: Describe: A dedicated recruitment budget to fund ensemble and faculty visits to important events to engage with prospects and their teachers and parents.

| Other — Recurring          | Yes $: 10000 |
| Non Recurring              | NA $: Click here to enter amount. |

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

To plan regular visits to schools and state and regional music events to exhibit and interact with high school musicians and their teachers. Travel expenses are primarily the resources needed to accomplish this improvement in recruitment.
**RUBRIC**

<table>
<thead>
<tr>
<th>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.)</th>
<th>No budget information is provided.</th>
<th>Budget plan is included but is not clearly stated.</th>
<th>Goal has a clearly stated budget plan.</th>
</tr>
</thead>
</table>

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

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

The time required by faculty to recruit, especially in the schools during the day. This activity is particularly difficult at any time for tenure-track faculty to do since we receive no release time for it. Those working toward tenure – both of our major ensemble directors right now - would have to give up time they need for their own professional development to work toward tenure.

Our shared space with community partners is also limiting our ability to offer the programming needed for our currently enrollment and this would worsen with an increase in the number of music majors.

**RUBRIC**

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

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

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

**1-2 years**

Dates: This is an essential and ongoing task for all music departments. We hope to reach
180 by Fall 2016. We estimate that to be the maximum our space, teaching staff, and budget can handle.

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

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

1. Enter a unit goal:

   Develop a plan and obtain means for regular maintenance and replacement of valuable departmental resources (pianos, other instruments, faculty and lab computers)

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?

   NA

   **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: Department resources include valuable instruments which will deteriorate if not maintained properly. Even with a good program for this in place, some will simply wear out through constant use and need to be replaced. The electronic lab equipment also needs to be periodically updated to remain current.

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Choose an item.</th>
<th>Area II Goals</th>
<th>Choose an item.</th>
<th>Area III Goals</th>
<th>III.C - Cultural and artistic programming</th>
<th>Area IV Goals</th>
<th>Choose an item.</th>
</tr>
</thead>
</table>

| 2nd Plan 2020 Goal | Choose an item. | Choose an item. | Choose an item. | IV.B.1          |                                        |               |                |

| 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?

High

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

Financially, the significant investment the university currently has in the instrument collection must be protected. Instruments deteriorate over time, more with each use. Regular maintenance not only greatly increases their life-span but enhances their quality of sound, with a direct bearing on the artistic quality of performances on them. The quality of our students in performance has a direct bearing on recruitment, audience development and the reputation of the IPFW Music Department, as this is the public face of the department.

Replacement of instruments, like cars, becomes more expensive each year so an investment in proper maintenance and repair is essential to lowering replacement cost, especially in light of the long absence of an equipment budget for the Department of Music or the College of Visual and Performing Arts. Having such expenses occur on an emergency basis puts unnecessary stress on the budgets at all levels.

All musical instruments must be maintained to achieve a high quality sound production to enable students and faculty to create artistic performances. This is vital to recruitment and to maintaining the prominent role of the IPFW Music Department in the cultural and artistic life of the region.

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

- Received in Fall 2015 a significant budget increase for repair and maintenance of equipment.
- Created a detailed survey of current condition of all pianos and other equipment
- Gathered estimates for necessary repair and replacement of components
10. What action(s) does your unit plan to take to support this unit goal?

- create a maintenance schedule for instruments including estimated costs and available funding
- work to create a staff position for a piano technician for regular tuning and maintenance of over 50 department pianos that have not been well maintained for over 20 years
- with faculty input, create a prioritized equipment request list in anticipation of any future equipment budget increases at the department, college or university level

| 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?

Because this is an ongoing process, the most important metric will be the amount of money we can spend on equipment and repair. An increase in these expenditures, easily measured in dollars, will reflect the amount of work. The other important metric is harder to use numbers to measure and this is the quality of tone and range of expression that our instruments can create in the hands of our students. This is a qualitative measurement that is, however, a constant shared by well trained musicians.
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

No

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

NA

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

We are currently using soft money for all piano tuning and repair.

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

If no money is spent, no work can be done. The increase in funds for Fall 2015 will assist in preventing the further deterioration of the expensive collection of instruments used by the department and hopefully prevent the necessity of higher emergency expenditures. In addition to money for repair, it is vital to have an onsite piano technician to oversee these instruments and also be “on call” when vital work is needed.

**16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.**
CUL - # of positions needed 1
Benefited No

S & W — Recurring Yes $$: 10000
Non Recurring NA $$: Click here to enter amount.

S & E — Recurring NA $$: Click here to enter amount.
Non Recurring NA $$: Click here to enter amount.

Equipment — Recurring NA $$: Click here to enter amount.
Non Recurring NA $$: Click here to enter amount.

Other: Describe: Click here to enter text.

Other — Recurring NA $$: Click here to enter amount.
Non Recurring NA $$: Click here to enter amount.

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

We would contract with a piano technician who would provide maintenance and repair services well beyond regular tuning necessary to prolong the life of the instruments and maintain their high quality. The pianos are used by all students in the department, both to play themselves and for accompanists to play with them. The performing and studio pianos are used by all faculty in their teaching and their own performances.

See response for Goal 4, #10 and #15
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

none

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: Immediately if funds are provided. This is an ongoing process. Our equipment will always have to be appropriately maintained to delay the inevitable time when any would have to be replaced because of constant use.
## RUBRIC

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

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

1. Enter a unit goal:

   NA

2. Status of goal:

   □ Completed    □ Eliminated    □ Modified    □ In Process    □ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

   Benefited  Select Yes/No

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

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

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

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

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

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

Click here to enter text.

| RUBRIC |
|------------------|------------------|------------------|
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
</tr>
<tr>
<td>No time frames are included with the performance measures.</td>
</tr>
<tr>
<td>Some of the performance measures include time frames.</td>
</tr>
<tr>
<td>All performance measures include time frames.</td>
</tr>
</tbody>
</table>

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

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

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

   Click here to enter text.

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

   Click here to enter text.

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

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

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

   Click here to enter text.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are clearly stated performance measures provided for each goal?</td>
</tr>
</tbody>
</table>

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are clearly stated challenges identified for each goal?</strong> (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</td>
</tr>
</tbody>
</table>

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

   Click here to choose.

Dates:  Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

Benefited Select Yes/No

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

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

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

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

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

Click here to enter text.

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  
Select Yes/No

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

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

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

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

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------|
| **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 - #5

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

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

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

Click here to enter text.

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