2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Organizational Leadership and Supervision
Part I

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

We fully support the IPFW mission and vision. The mission of the Department of Organizational Leadership and Supervision (OLS) is to integrate theory and practical application in developing leaders for roles in the dynamic organizational environment of the 21st century. Through this mission we contribute to the intellectual, social, economic, and cultural advancement of our students and our region. OLS fulfills the IPFW and department mission by providing an interdisciplinary curriculum that emphasizes understanding of people, groups, and the global community within an organizational framework. We strive to develop students’ creativity and competence in the administration of human resource systems, team design and facilitation, and the influencing processes that define leadership. Faculty contribute to the field and the classroom by engaging in scholarly activity and providing expertise on leadership and human resource issues to organizations in northeast Indiana.

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

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

**Foster student success:**
Persistence rate of 80% for 2015.
Faculty actively engaged in teaching scholarship (conference papers and publications)

**Creation of knowledge:**
Faculty presentations at regional, national, and international conferences
Faculty publications in peer reviewed journals and as book chapters
Faculty on editorial boards of international journals
Master’s students conduct applied research in regional organizations as part of their capstone course or as individual projects

**Regional hub:**
OLS master’s serves students and organizations in the region and remains the only one in the Purdue system.
Create a stronger university (improving the support of stakeholders):
Faculty service in the region

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<tr>
<td>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)</td>
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<tr>
<td>The unit did not provide evidence that accomplishments align with the mission of the University.</td>
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<tr>
<td>The unit provided evidence that accomplishments somewhat align with the mission of the University.</td>
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<tr>
<td>The unit provided evidence that accomplishments align closely with the mission of the University.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

3. What program-specific accreditations or federal & state laws impact what you do?
None apply to OLS

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

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<tr>
<td>The unit did not address this question.</td>
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<tr>
<td>The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact.</td>
</tr>
<tr>
<td>The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact.</td>
</tr>
</tbody>
</table>

**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.)
While our persistence rate is good at 81%, it has dipped slightly from 2013, so we want to continue to improve it.
5. Who provides advising to your students? (Please check as many as apply)
   ☒ Faculty    ☐ Peer      ☐ Professional   ☐ N/A

6. Are your students required to meet with an advisor each semester?
   No
   Comments: They are encouraged to do so, but not required.

7. Does your department have formal advising policies that are to be followed?
   OLS has more transfer students each year than new freshmen. All incoming students meet first with Ellen Dove, our lead advisor; then students are assigned to their permanent faculty advisors.

8. Do you collect employment data for your graduates?
   No

9. If you answered “Yes” to Question #8, what % of your graduates from the last academic year (2014-2015) are employed in their field of study or enrolled in another educational program? NOTE: If you do not collect this data by department, we will refer to Destination Survey: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.
   The destination survey shows 83% of our recent graduates were employed or enrolled in another educational program.

10. If you reported data in question #9, how was this data collected?
    We have only the destination survey data.

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.
    Most OLS students work full or part time while attending school. They may or may not change employers or positions shortly after graduation, depending on their professional goals and the opportunities they have. It is also likely some time might pass before they change jobs or continue their studies.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/employment-outlook/index.html.
    The multidisciplinary nature of OLS means that our graduates may be employed in varied fields. Human resources is a popular choice and the regional growth trends list both human resource managers and human resource specialists with projected openings in the next ten years (92 and 326 respectively). Training and development
specialists (often part of human resources) also show growth in that time frame (139). Some of our students take on leadership or managerial positions. The category of general and operations managers also show regional expansion (1278) in the coming decade. Those are just four of the potential fields our graduates might pursue.

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

We did review the comments. Some were more helpful than others.

14. Please list the names of the authors of this USAP report.
Linda Hite, Max Montesino, Ellen Dove, Gordon Schmidt, Dina Mansour-Cole, Kimberly O’Connor, Kimberly McDonald, Tao Yang, Brenda Groff
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:
   Improving the implementation of the OLS assessment plan processes

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

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

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

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

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

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

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

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

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

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<tr>
<th>1st Plan 2020 Goal</th>
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<th>Area III Goals</th>
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<td>I.A.1</td>
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7. Is the unit goal a high, medium or low priority?
High

8. Why is this goal important to your unit, the university or both?
Assessment helps us to ensure our program is producing the results we expect to enhance student learning.

9. If continuing your goal, what progress have you made or which action steps have been completed?
We reviewed and revised our assessment plan (action 1). We added our exit survey to the first destination survey process in an effort to increase the response rate (action 2).

10. What action(s) does your unit plan to take to support this unit goal?
We will hold a faculty retreat this spring to prepare a curriculum map of our undergraduate courses. We plan to also follow up with an LTL retreat on assessment before the fall.

RUBRIC

| Do the unit goals align with the University’s goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University’s goals. |
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
   Under the new systematic process, increase the data collection 80-100% between 2015 and 2018.
   Increase exit survey response rate by 50% from 2014 baseline.
   Have 80-100% of the LTL’s hired for fall attend the retreat in 2016.

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

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

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   Possibly add another student worker or another part-time clerical staff member.

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

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  2

Benefited Yes

S & W — Recurring Yes $$: 7500
Non Recurring No $$: Click here to enter amount.

S & E — Recurring Yes $$: 1500
Non Recurring No $$: Click here to enter amount.

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

Other: Describe:  Click here to enter text.

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

17. If you were to receive the additional resources outlined in question #16, how will they be used?
Add clerical part-time a student worker to help analyze the data, then categorize and upload data into the appropriate electronic files; also to send reminders to faculty of what needs to be collected from each course each semester.

| 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?
Incorporating an assessment culture such that this is not seen as an “add on,” but it is just part of what we do each semester. Freeing up faculty time to assist with the analysis.

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

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

19. What is your timeline for accomplishing this goal?
   3-5 years
   Dates: We started this year, but culture change takes time. We plan to accomplish this in 3 years

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

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

1. Enter a unit goal:
   Develop students into effective leaders for the region/state via high impact learning and other effective teaching methods.

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: We were asked to make it more specific.
   If this goal was eliminated, skip to the next goal.

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

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

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

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

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

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

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

8. Why is this goal important to your unit, the university or both?  
It fits the mission of our department, and it is a priority for IPFW to develop leaders through learning.

9. If continuing your goal, what progress have you made or which action steps have been completed?  
Faculty are attending and presenting their work at teaching conferences to expand their knowledge of effective teaching methods.

10. What action(s) does your unit plan to take to support this unit goal?  
Do an alumni survey to help access effectiveness of learning in the degree program.  
Bring in educators from other programs to examine our classes and methods and use that feedback to enhance the program.  
Review department classes for the use of effective teaching practices.  
Have faculty attend and present at teaching conferences to learn more high impact learning practices and effective teaching methods.
**RUBRIC**

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

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

   Percentage of alumni reporting effectiveness of OLS program: at least 80%. Review of independent reviews shows “high” or better ratings for teaching impact; use feedback to bring any factors not meeting that level into that range by the next review.

   80% of OLS faculty attending CELT or FACET events, presenting at teaching conferences, or publishing in teaching journals each year.

   Assess how many high impact learning elements students are exposed to during the program with the goal of every student experiencing 2 during their bachelor’s program.

   High Impact Educational Practices are defined by the Association of American Colleges and Universities and by George D. Kuh. Examples include Service Learning/Community-Based Learning, Collaborative Assignments and Projects, Diversity/Global Learning, and Capstone Courses and Projects.

**RUBRIC**

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<th><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).</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>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

   Partial

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

   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?

Encourage faculty to attend on-campus and local teaching events to enhance skills and knowledge regarding innovative teaching techniques.

Faculty are committed to keeping the curriculum relevant and current to prepare graduates for careers. For example, the OLS bachelor's program includes a requirement for students to take either a minor or a concentration of courses that fit their career plans. We review those periodically to keep them up-to-date.

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 1.25

Benefited Yes

S & W — Recurring Yes $$: 25000

Non Recurring Yes $$: 3000

S & E — Recurring Yes $$: 10000

Non Recurring No $$: Click here to enter amount.

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

Non Recurring No $$: Click here to enter amount.

Other: Describe: NA

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

Non Recurring No $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?
A part-time academic advisor to free up faculty to attend to more teaching innovation. Funding for more student work time to run data collected from surveys and to cover the costs of class audits and periodic review from outsiders. Funding for professional development so faculty do not need to choose between research and teaching conferences, but can attend both.

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

18. **What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?**
   Faculty time to devote to these actions.
   Ensuring a good rate of return on alumni surveys.

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

19. **What is your timeline for accomplishing this goal?**
   **1-2 years**
   **Dates:** Alumni survey completed by 2017. External review conducted at next program review, to be completed 2016-2017. Faculty involvement in CELT and FACET, 2016-17. Assessment of high impact learning practices begun 2016-17.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:
   Increase scholarly output from faculty

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

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

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

5. Type of goal:
   □ Create/Develop   □ Eliminate/Discontinue   ☒ Improve/Enhance
   □ Increase Efficiency   □ Maintain   □ Stretch
   □ Other: If ‘Other’, click here to explain.

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

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

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(whether the unit was academic or academic support) included at least ONE unit goal
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each unit directly responsible for students (whether the unit is academic or academic
support) should include at least ONE unit goal (among its other goals) that aligns with
Metric 1.M.1 and associated outcomes, focused on improving retention and graduation
rates.

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

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<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</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?
High

8. Why is this goal important to your unit, the university or both?
Faculty scholarship informs our teaching and keeps faculty current in their fields. It also
enhances our standing as an institution when faculty work is disseminated to other
scholars and practitioners.

9. If continuing your goal, what progress have you made or which action steps have been
completed?
We sought out faculty research guidelines and developed a policy on expectations of
scholarly productivity from tenured faculty. Faculty are encouraged to set goals for
upcoming scholarly work with estimates of time-line completion and targeted
conferences or publications.

10. What action(s) does your unit plan to take to support this unit goal?
Reinforcing the policy we set. Setting meetings for faculty to discuss research or training
faculty on grant identification and writing. Considering adding a research participation
requirement to an OLS course (like 25200 so students would participate in research
conducted by OLS faculty.)
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? 100% of faculty with 25% research assignment meet department expectations for scholarly results by 2017. Identify areas of research that might result in external funding and submit at least one proposal from the department by 2017.

RUBRIC

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

| The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated. See 15.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources? We are reallocating some of our funds to professional development (S&E) to support faculty presenting at peer-reviewed conferences. We are also reallocating to cover additional expenses for a research assistant. This is not sustainable for the long term.
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>Benefit</th>
<th>Recurring</th>
<th>Position Needed</th>
<th>Additional Cost</th>
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<tr>
<td>Cul</td>
<td>No</td>
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<td>S &amp; W</td>
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<td>Non Recurring</td>
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<td>S &amp; E</td>
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<tr>
<td>Non Recurring</td>
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<td>Equipment</td>
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<td>Non Recurring</td>
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<tr>
<td>Other</td>
<td>No</td>
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</table>

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

To establish a faculty research account so faculty have easy access to funds for conducting research. Our current funds being reallocated to professional development will not sustain this initiative over the long term. See Goal 2 for request for additional professional development funding so faculty can attend more teaching conferences in addition to peer-reviewed research conferences.
| 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?

In a small department like ours, faculty must be involved in many non-research activities (e.g., advising, department and college committees, work on these goals, program assessment, General Education assessment) that take time from research and writing. Varying speeds of the editorial review process may delay publications. Some large research projects take longer to complete and will not yield results in a year. Limited grant opportunities in OLS-related fields.

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

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Our timeline is to accomplish this goal by the end of 2017.
<table>
<thead>
<tr>
<th>RUBRIC</th>
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</thead>
<tbody>
<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
</tr>
</tbody>
</table>

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

1. Enter a unit goal:
   Increase OLS contribution and collaboration throughout community at large.

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

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

High

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

Community links are essential for IPFW to retain its standing as a strong contributor to the region. They also fit our mission.

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

We had Sean Ryan meet with our faculty about potential links with TAP projects. We discussed sponsoring leadership events with other IPFW colleagues as part of an IPFW leadership center.

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

Form an advisory committee (comprised of individuals from for –profit and non-profit organizations).

Review the feasibility of collaborating with a community partner to develop a leadership event.

Develop a strong marketing program for undergraduate and graduate programs and develop a strategy to increase program visibility (i.e., meet with Sean Ryan to connect with TAP projects, meet with Student Life about more involvement with their activities, engage with NIHRA to market our human resource options).
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?
   Advisory committee is created and meeting by the end of 2016. Feasibility analysis for a co-sponsored leadership event reviewed in 2017. Marketing materials are completed and dissemination strategies started by the end of 2016.

RUBRIC

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

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

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

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
   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?
   Set an advisory board and continue work on a marketing 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  NA
Benefited  No

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

S & E — Recurring  No  $$: Click here to enter amount.
Non Recurring  Yes  $$: 3000

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

Other: Describe: If a leadership event were to be created, that would involve a commitment of money from the university as well as collaborating departments. Potential costs would vary with since and the number of partners.

Other — Recurring  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?
Towards marketing to increase program visibility.

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>
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18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?
Faculty time to devote to these initiatives.
Willingness on the part of a potential community partner and IPFW colleagues to co-sponsor an event.

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<td>Challenges are not included in the unit’s report.</td>
</tr>
</tbody>
</table>

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

19. What is your timeline for accomplishing this goal?
3-5 years
Dates: The Advisory Board should be set in a year. The marketing initiatives would be started in 2016. Given the current turmoil at IPFW regarding reporting relationships, the undertaking of a leadership initiative would likely be 3-5 years out.

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

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

1. Enter a unit goal:
   Increase 6 year graduation rate to 30-32% in two years.

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>
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<th>Area IV Goals</th>
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<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</table>

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?
   Timely graduation benefits students, the community, and IPFW. It is also a key metric for the state to evaluate IPFW.

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?
    Consider course sequencing to help students graduate on time
    Help build and support advising practices that help students understand and take action towards graduating in 6 years
    Use data from goal 2 alumni survey to help assess effectiveness of learning in the degree program.
    Track graduation and persistence rates at 6 years
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
The graduation rate for OLS will increase by 30-32% between 2015 and 2017.

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?
   Encourage faculty to attend on-campus and local teaching events to enhance skills and knowledge regarding innovative teaching techniques.
   Track graduation rates.
   Encourage students to follow recommended course sequencing
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 See goal 2

Benefited Select Yes/No

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

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

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

Other: Describe: See goal 2 request

Other — Recurring No $\$: Click here to enter amount.
Non Recurring No $\$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?
As in goal 2, increase in faculty development funding, and an allotment for a half time advisor.

RUBRIC

<table>
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<tr>
<th>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>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

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

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

**19.** What is your timeline for accomplishing this goal?
1-2 years

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

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

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

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

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

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

5. Type of goal:
   ☐ Create/Develop
   ☐ Eliminate/Discontinue
   ☐ Improve/Enhance
   ☐ Increase Efficiency
   ☐ Maintain
   ☐ Stretch
   ☐ Other: If ‘Other’, click here to explain.

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

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

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

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

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

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7. Is the unit goal a high, medium or low priority?
   Click here to choose.

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

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

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

RUBRIC

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
19. What is your timeline for accomplishing this goal?
   Click here to choose.
   Dates: Click here to enter text.

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<tr>
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<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.

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>
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<th>Area III Goals</th>
<th>Area IV Goals</th>
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<tbody>
<tr>
<td><strong>1st Plan 2020 Goal</strong></td>
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<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.

| 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

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

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

RUBRIC

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<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>
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</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.

RUBRIC

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

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

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

__________________________________________________________________________________________
New Goals for 2015-2016 - #4

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

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

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

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

5. Type of goal:
   ☐ Create/Develop   ☐ Eliminate/Discontinue   ☐ Improve/Enhance
   ☐ Increase Efficiency   ☐ Maintain   ☐ Stretch
   ☐ Other: If ‘Other’, click here to explain.

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

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

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

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

<table>
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<tr>
<th>Area I Goals</th>
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<td>Choose an item.</td>
</tr>
<tr>
<td><strong>2nd Plan 2020 Goal</strong></td>
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<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.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

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

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

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

   Benefited Select Yes/No

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

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

Other: Describe:  Click here to enter text.

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

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

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

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?
Click here to choose.
Dates:  Click here to enter text.

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #5

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

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

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

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

5. Type of goal:
   □ Create/Develop     □ Eliminate/Discontinue     □ Improve/Enhance
   □ Increase Efficiency     □ Maintain     □ Stretch
   □ Other: If ‘Other’, click here to explain.

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

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

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

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

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

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<th>1st Plan 2020 Goal</th>
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<thead>
<tr>
<th>2nd Plan 2020 Goal</th>
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7. Is the unit goal a high, medium or low priority?
   Click here to choose.

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

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

10. What action(s) does your unit plan to take to support this unit goal?
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<td>Do the unit goals align with the University’s goals?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   Click here to choose.

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

   Click here to enter text.

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

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

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

   CUL - # of positions needed

   Click here to enter text.

   **Benefited** Select Yes/No

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

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

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

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

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
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17. If you were to receive the additional resources outlined in question #16, how will they be used?
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| RUBRIC |
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| Are clearly stated budget plans included for each goal? (A budget plan is considered 'clearly stated' if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. |

| TASK FORCE COMMENTS AND/OR QUESTIONS: |

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?
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| RUBRIC |
|------------------|------------------|------------------|
| Are clearly stated challenges identified for each goal? (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. |

| TASK FORCE COMMENTS AND/OR QUESTIONS: |
19. What is your timeline for accomplishing this goal?
   Click here to choose.
   Dates:  Click here to enter text.

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