Part I

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

As stated in IPFW Strategic Plan, IPFW Plan 2020 Strategic Plan for 2014 to 2020, Indiana University-Purdue University Fort Wayne (IPFW) is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region. The mission of the sociology department is to provide IPFW students with access to a curriculum to achieve both a bachelor’s and master’s degrees in sociology. The Master’s in Sociological Practice was suspended two years ago as a result of the universities administration’s decision to reduce tenure track staffing from 9 to a low of 5 faculty. This past year we graduated the last two students in the program. This reduction in faculty prohibited the department to continue to offer the graduate curriculum given the current staffing requirements for the undergraduate program. The department has made some changes to the undergraduate program, eliminating one required course, S260, and during the last two year was given authorization to hire three tenure track faculty to increase tenure track staffing to 7. With an additional tenure track position, the department will be able to reopen admission to the graduate program and to implement the strategies for an online Master’s Degree program and the five year accelerated program as described in the 2012 Graduate Program Review.

Another part of the mission of universities that is specified in the sociology department mission statement that coincides with the second general goal of IPFW Plan 2020 is the production of information that contributes to the knowledge within the discipline of sociology and its practice. The faculty are currently engaged in a wide range of research activities in the community as well as in the larger society. This past year the sociology faculty of 7 tenure track faculty produced two books, five published articles and made twelve presentations at professional meetings. They were also engaged with the community. In addition to the various community research projects that the Center for Social Research does each year that is listed in their USAP report, and the faculty have served on various committees of community organizations. In addition, this past year we offered our first stand-alone service learning courses in which the students were through the teaching of environmental sociology worked with the citizens of Blackford County to raise awareness of the dangers of pollution in their community, providing students with internships in community agencies, and in research projects conducted through the Center for Social Research.
2. Please list significant accomplishments from the last fiscal year not included in your goals.

The department is carrying out strategies to increase student engagement activities. One of those strategies that correspond to “Process Goal: Increase student engagement, 1. Increase opportunities for engaged and experiential learning including service learning and internship programs.” This past year one of our faculty developed a multi-course service-learning collaboration with Blackford County Concerned Citizens (BCCC), Hoosier Environmental Council (HEC), and Environmental Resources Center (ERC). This was developed with support from two Indiana Campus Compact grants. Students in Environmental Sociology (SOC S360) and Collective Behavior and Social Movements (SOC S333) courses created several ArcGIS maps of the industrial history of Blackford County which BCCC used to identify areas for testing water and soil samples for possible toxic pollutants. Students also created three videos of BCCC’s water and soil testing projects with technical support from Studio M which BCCC used to communicate with residents in the community. We are hoping to continue offering at least one dedicated service course per year as part of our elective curriculum.

As to other contributions to the strategic plan, the department faculty also regularly offers independent readings/research courses to students who are interested in engaging in sociological research with a faculty mentor. During the last fiscal year, there were 4 such courses offered in addition to the 28 different sociology courses taught during the 2014 fiscal year. There is no compensation for faculty to offer such courses, however, the department as will be noted in this report has developed an incentive system to encourage their development and currently for the fall semester surpassed that total for the previous fiscal year. The faculty have also been very active in scholarship. For the 2014 fiscal year the 8 tenure track faculty produced two books and six articles, in addition to many presentations at national and international conferences.
### 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?

   None

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

### RUBRIC

| 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.)

   In reviewing the data in the profiles and Performance Metrics Report it is evident that there has been a significant decline in the number of majors at both the graduate and undergraduate levels.
In 2006/07 there were 95 undergraduate majors and 21 graduate majors for the year total. The totals for undergraduate majors for the most recent year in the profile 2014/15 are 42 combined primary and secondary undergraduate majors and 0 graduate majors for the year. Admission to the graduate program was suspended in 2013. However, the number of minors has generally increased going from 44 in 2006 to 66 for the most current year, 2014, listed in the profiles for Annual Minors. This drop in majors is also reflective of the general decline in credit hours for the department from 9,295 credit hours for the census enrolled hours in 2006/07, declining to 5,800 for 2014/15.

In regard to the drop in graduate and undergraduate majors, this can in part be attributed to the effect of significant turnover and the reduction in faculty. The 18/20 retirement program can be a very positive benefit to the faculty but also can have somewhat of a negative effect on the culture of a department that can impact student recruitment and retention. Faculty who have this benefit will often times begin to withdraw and redefine their position as they prepare to transition to emeritus status. Research projects with students, new courses for the program and sociology’s contribution to the general education program, and, in general, mentoring relationships with students can be impacted as faculty begin to prepare to retire a year or two before the actual retirement date. During the last three years fiscal years, three faculty who had this benefit retired from the department. In addition to these three retirees, we had two additional faculty decided to leave the university and the department. So from the beginning of the data that is reported in 2007/08, the department had 10 tenure track faculty members and 1 CL and in the last year reported 2014/15 we had 6 tenure track faculty (although one retired at the end of the fall term bringing the total number of tenure track faculty for the spring term to 5 tenure track and 1 CL, a net loss of 50% of tenure track positions over this period. This decline in positions is also reflected in the general reduction in the department budget for tenure track positions, from $671,141.25 in 2011/2012 to $378,939 for last fiscal year. Needless to say, when a department losses such a significant number of faculty positions it will have a significant impact on student recruitment and retention.

During this same period, the university was also changing the General Education Program. With such a significant loss in faculty and a number of faculty anticipating retirements, the department’s participation in the General Education program dropped significantly during the first two years of the new General Education Program operation. The General Education classes in sociology have been an important vehicle for recruitment of majors. Most students have not been exposed to a sociology course in high school and other either the College or General Education Program requirements provides that first opportunity.

Lastly, the sociology department faculty was experiencing significant turmoil over the graduate program during this same period. A conflict that unfortunately spilled over to the students in both graduate and undergraduate programs. The department completed a program review for the graduate program in the spring of 2012. The department at that time was united in its recommendations for program improvement and growth. Unfortunately, the timing couldn’t have been worse, as the university was experiencing serious budget problems that resulted in the non-replacement of the tenure track positions that were vacated during this period. Eventually when the number of tenure track faculty was reduced to 6 in 2013, admission to the graduate program
was suspended. The department faculty are grateful that at the end of the 2013 year we were able to replace one tenure track faculty and this past spring we hired two additional tenure track faculty to our staff bringing the total number of tenure track faculty this fall to 7. During the last three years we have been conducting a program review for the undergraduate program that focuses on strategies for recruitment, retention, and increased engagement with our students. With the addition of these new faculty and the implementation of these recommendations beginning fall 2016 we expect that the number of majors and minors will significantly increase in the years to come.

Other indicators in the Performance Metrics show mixed results. For example, the measure of net revenue fluctuates during this period but ends up at about the same for the beginning and end of the period, $1,291,693.62 in 2006 and $1,252,022.82 in 2014. The peak year for net revenue from the department was $1,780,922.68 in 2010. The last three fiscal year decline in tenure track positions is also reflected in the drop in revenue. As the number of tenure track faculty decline, so does the net revenue for the department. On a more positive note, the fall to fall persistence rate for 2014 reported in Performance Metrics is 93%. However, I cannot authoritatively account for why.

Overall, what the metrics indicates is that the results are in part a product of dramatic change in the department’s staffing. There may be other factors that are similar to the experience of other programs in COAS during the last couple of years. We certainly have to recognize the impact of the recovery from the Great Recession. IPFW’s enrollments historically have been counter cyclical, recessions create enrollment upswings, recovery downswings in enrollments. Furthermore, this is the impact of the creation of the state junior college system, Ivy Tech Community College, where there is a campus across the street. Nor, can we not forget the impact of the state of Indiana’s outsourcing a fourth of the curriculum to be taught in high schools by high school teachers. However, no other academic department has experienced the level of defunding that the sociology department has during the period that the data is drawn.

We are now in a period of rebuilding, adding three new faculty during the last two years. There is one more 18/20 retirement anticipated at the end of June 2017. If the department is granted a replacement to continue its rebuilding effort, more than half of the tenure track faculty will be new to the department. This together with the implementation of the undergraduate program review, I anticipate that with the current resources the department will grow steadily in the years to come. With one additional tenure track faculty member, the department will have sufficient staffing to be able to reopen the graduate program and to implement the recommendations of that program review to grow it and contribute to the department and university’s mission to be the graduate university in the area.
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: An advising session is required at least once each academic year.

7. Does your department have formal advising policies that are to be followed?
   The department requires a minimum of 4 advising sessions for each student major. The
   first is to construct the four year plan of study. This is usually done by the Lead Advisor.
   The second advising session is to focus on course selection and updating the plan. The
   third advising session is to focus on career interests and course selection that complements
   these goals. The fourth advising session is to review the students program for graduation,
   and to provide advisement for course selection to complete the degree in a timely manner.
   During this last advising session, there is also career advisement as well, following up on
   previous advising sessions which focused on career goals.

8. Do you collect employment data for your graduates?
   We conduct a survey of graduates after they are one year post graduation. This is part
   of the department’s assessment plan. However, we have had problems tracking down
   or majors a year out. The university has no reliable tracking for alumni, especially IU
   alumni. We were told by Alumni Affairs department that IU Alumni Association does
   not provide these mailing lists. This is an important function that the university should
   be providing. It should not be left up to departments to keep these records. The
   department is working on requesting information from our majors before they graduate
   about who we could contact to get up to date information on their email and postal
   address to improve the response rates for the survey.

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.
There was an insufficient response rate to answer the question accurately. As stated, we are working on improving this response rate in the next survey that we conduct.

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

Alumni survey, one year after graduation.

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

The most recent Destination Survey reports that 75%, or three of the four graduates who responded to the survey reported that they had found work or are continuing their education. The American Sociological Association analysis of unemployment rates for students who graduated with a bachelor’s degree in sociology was 9.9% for 2010/2011. This was better than the rates for economics majors, 10.4% and Political Science and Government majors, 11.1%.

[http://www.asanet.org/research/stats/employment_trend_data/unemployment_rates_degree10-11.cfm](http://www.asanet.org/research/stats/employment_trend_data/unemployment_rates_degree10-11.cfm) Since there is no trend data or comparisons with other sociology programs in the similar market area, I have no idea how to interpret these findings and frankly are reluctant to speculate on the meaning of such limited information.

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

A degree in sociology like most other majors in the social sciences and humanities provides the skills and knowledge to be employed in various fields including business, government, human services, and research and planning. It is not a technical or professional degree in which the degree is more narrowly focused but rather provides the student with a wide range of career options and job opportunities to pursue. In reviewing the list of employment areas, there are many including sales, insurance, management, jobs in government and human services that our majors would qualify to pursue. The American Sociological Association has done some interest research in this area, tracing the experience of the 2005 class of sociology majors over four waves of data collection. The research report “What Can I Do with a Bachelor’s Degree in Sociology?” illustrates the wide range of occupations.

Furthermore, it seems that limiting the employment market to just this geographic area seems short sighted and more in line with defining the principle role of IPFW as providing employees for the region’s employers and not in providing an education to
provide for employment and graduate school opportunities for our students that may exist anyway in the country or world for that matter. Over the thirty seven years I have been employed at IPFW, I can say anecdotally that a number of our majors have gone on to further education and employment outside of the region and their degrees served them quite well. The goal of higher education is not to serve the needs of the region’s employers, but to serve the needs for our students to pursue their interests and passions in the development of their talents and abilities and not limit them to what jobs and degrees are best suited for this area.

Furthermore, let’s not forget that the purpose of higher education is not job training. There are vocational schools that serve this mission. The mission of universities is much broader in educating the citizenry to improve the quality of their lives and the communities that they are a part, and that is not necessarily reduced to the metric of the pay one receives from employment.

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

We have incorporated the assessment goal into this year’s report because we left it out from last years. With such an increase in new faculty, it is better that we address this review and make changes now and not last year.

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

Peter Iadicola, Department Chairperson
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:

   Increase student engagement with off-campus (community) activities that are aligned with upper level elective course topics and goals.

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

High

8. Why is this goal important to your unit, the university or both?
The sociology department is just completing its program review for the undergraduate program. The review focused on how to increase student recruitment, retention, and engagement. As a result of our review of the literature on factors that can impact these issues, one of the strategies was to increased engagement activities for our students in our upper level courses. Unfortunately, with a significant change in personnel over the last several years (3 new faculty in two years and 5 faculty retirements/resignations in 4 years), we are just beginning to implement this goal. We expect that the transformation of our classrooms to include more engagement activities in the community, should impact our ability to recruit and retain more students into the program.

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

   Baselines will be established by the end of spring 2016 to draw comparisons for next year’s report.

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

   The department will provide funding to courses to pay for engagement activities that occur in the community. Faculty who extensively incorporate community engagement activities into their courses will be rewarded with “chair’s special merit” funds for salary increments.

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<tr>
<td>Do the unit goals align with the University’s goals?</td>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

   We will track the number of community engagement activities integrated into our upper level courses and incorporate in student evaluations the student’s evaluation of these activities for achieving the course goals.
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Yes

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

We are allocating a portion of the revenue that we receive from the offering of our online courses to pay for any costs associated with this increased engagement activities in the community. In some cases, this will include student transportation costs, admissions costs, and costs for lodging and meals. During the last fiscal year, two faculty were funded internally to take a group of sociology students to Western Michigan University to meet with some of the graduate faculty and discuss graduate opportunities in sociology.

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

Money that the department collects for the offering of online courses will be used for this activity. During the last year, the department has made a commitment to DCS to offer all required courses for the major online. These courses in addition to the elective courses online provide a revenue stream that the department will use for many of the USAP strategies as well as the strategies outlined in the Program Review that the department has just completed.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
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** — 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.
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 chief constraint will be the availability of high quality community engagement activities that can be incorporated into sociology courses. There is also the constraint of our student time to engage in these activities. The majority of our students in sociology are employed working a minimally of 20 hours a week. In many cases, they are working full time. They also often have familial responsibilities, caring for children. This is a significant constraint in their participation in community engagement activities. There is a fine line between getting a positive effect on student learning, and driving students away from your classes. The department will be trying to determine the correct mix of community engagement activities in several of our upper level courses to achieve the intended goal of increasing student success.
19. What is your timeline for accomplishing this goal?

1-2 years

Dates: We will begin to increase the number of engagement activities in our courses beginning in the fall semester of 2016 and will track the impact based on student evaluations at the end of the fall and spring semesters.

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

1. Enter a unit goal:

Increase student engagement with off-campus (community) activities through enrolling in an internship course for the major.

2. Status of goal:

☐ Completed  ☐ Eliminated  ☐ Modified  ☒ In Process  ☐ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

Medium

8. Why is this goal important to your unit, the university or both?
Through internship programs students are more engaged with the field of sociology and also have an opportunity to explore employment areas through participation in the internship course. The internship course in the past was important for students who were not pursuing post graduate education, opportunities for employment after graduation. Because of a drop in personnel, the course was not regularly offered in the department as part of the regular curriculum. It was offered periodically as an independent research course, or during the summer months. We believe that offering this course on a regular basis and to encourage students to enroll in this course during their sophomore or junior year, we will impact our retention rates. We suspect that students who participate in an internship experience in which they apply some of their sociological skills in studying the organization and its work will see greater value in the major in terms of career potential. Anecdotally speaking, I know that several of our students who successfully completed the internship course were offered positions with the various organizations they interned.

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

We started offering the course per the once a year schedule as proposed and are hoping that through more recruitment efforts we will increase the number of students enrolled during spring 2017 when it will be offered the next time.

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

There will be more advertising for the course and advisers will promote the course to our majors who are exploring employment after graduation.

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
We will track the number of students who enroll in the course, their satisfaction with the experience, and whether they are more likely to be retained as a major and reach graduation in a timely manner.

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<td>and quantitative measurement is included).</td>
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<td>stated.</td>
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<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?

   Yes

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

   The resources that will be required will be faculty member’s time to teach the course on a yearly basis and the maintenance of the directory of internship sites.

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  No

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

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

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

Other: Describe:  

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?

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?

Availability of high quality internship sites and internship site supervisors for the students who are enrolled in the course.

### 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>
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</tr>
</thead>
</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: This will be an ongoing activity and the department will access the course success after regularly offering the course for three consecutive years.

### RUBRIC

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

1. Enter a unit goal:

   Increase faculty mentoring of student engagement in the creation, integration, and application of knowledge by means of increasing faculty offerings of S495 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?

   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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<tbody>
<tr>
<td><strong>Area I Goals</strong></td>
<td><strong>II.B - Mentoring relationships</strong></td>
<td><strong>I.M.2</strong></td>
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<tr>
<td><strong>Area II Goals</strong></td>
<td><strong>II.C - Community engagement</strong></td>
<td><strong>Choose an item.</strong></td>
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<tr>
<td><strong>Area III Goals</strong></td>
<td>Choose an item.</td>
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<tr>
<td><strong>Area IV Goals</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?
Student conducted research under the guidance of faculty in directed readings/research courses is very important for student success as a student at IPFW and as a means to achieve successful placement after graduation. In regard to their success as a student, as students are engage more in the subject and have opportunities to participate in sociological research under the direction of a faculty mentor, they are more likely to be retained as a major and to graduate with a degree. It is difficult to learn how to do sociological research out of a textbook or participating in a methods course alone. Granted our current methods course has incorporated more hands-on research work by students, nevertheless, much of how we learn to do research is through working with a faculty mentor in refining research questions, operationalizing them through the designing research and implementing the design through collecting the data. They then often use the data collect and learn how to do the analysis and determine conclusions. For the few students who take advantage of these mentored opportunities, the results are very important in their being able to practice sociology. The successful completion of a research project under the direction of faculty also becomes very important as they apply for graduate education or apply for positions in the community where they can use their sociological skills in their chosen employment. These projects are also important in providing faculty and student with opportunities for engagement with the community for the application and integration of sociological knowledge.

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

In the sociology department’s program review it has recommended the establishment of a system of incentives for faculty for teaching S495, Directed Readings/Research courses. Currently, these courses are offered by the department without any compensation to the faculty members who engage in this activity. The department is recommending the establishment of an incentive system for providing a one course release time for faculty who complete five directed readings/research courses. The department will be determining criteria as to the quality of the research that will be required of the student work to be counted towards this release time. The department is awaiting approval of this strategy to provide release time before it proceeds.

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

The department will be developing the criteria required for student research conducted under the supervision of faculty in S495 courses and is awaiting approval for granting release time for this activity.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

We will establish a baseline of the number of S495 courses offered in previous years and compare the number of courses offered after the implementation of the incentive system and also track student success in terms of graduation and successful placement in graduate education or employment after graduation comparing students who have taken advantage of these courses to those who haven’t with necessary controls to isolate the effect as much as possible.

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

No

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

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

Click here to enter text.

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

We will continue the status quo in faculty offering these courses when they can fit them into their current work schedule. We anticipate that the number of these courses will increase if we establish the system of incentives in release time.

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>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefited</td>
<td>No</td>
</tr>
</tbody>
</table>

| S & W — Recurring           | Yes | $\$: 6000 |
| 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  | $\$: 6000 |

<table>
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<tr>
<th>Other: Describe</th>
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| 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?
To pay salaries for three Limited Term Lecturers for faculty release from offering S161 courses beginning Fall 2018. We also plan on converting one of our vacant faculty offices adjacent to the department office as a sociology lab for workspace for students who are working on research projects with faculty. Currently, the department does not have any dedicated space for this purpose. We have estimated the costs of equipment, furnishing and additional computer drops to be approximately $6,000.00

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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?

None

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

3-5 years

Dates: Once the incentive system is in place, we expect the numbers of these courses and the quality of the student work to increase. We will begin measuring the effect after the second year of implementation.

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 4

1. Enter a unit goal:

   Develop collaborative and comparative research projects between IPFW Sociology faculty and faculty affiliated with Hebei Academy of Social Sciences.

2. Status of goal:

   ☒ Completed  ☐ Eliminated  ☐ Modified  ☐ In Process  ☐ New

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

   Click here to enter text.

   **If this goal was completed, skip to the next goal.**
4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses  ☐ Priorities shifted
☐ No funding for salary & wages  ☐ Loss of staffing
☐ No funding for equipment / maintenance of equipment

☒ Other: This past fall a team of sociology faculty (3 members of the department) plus one faculty member from Political Science visited with research staff from the Hebei Academy of Social Sciences) after a attending a conference that was sponsored by the Academy to explore possible areas of research collaboration. In a four hour of meeting exploring possible research topic areas we explored several possible collaborative projects. These projects ranged from research on environmental pollution control innovations, crime patterns as a result of increasing urbanization in China and exploring differences in reintegration strategies for people released from prisons, and citizen involvement in local government. However, I came to the realization that the goals for university faculty and researchers from the Academy were not the same. The research projects that the Academy sponsors most often originate through directives from the provincial or central government and are more narrowly focused and not aligned with more general faculty scholarly interests. Although, our relationship with the Hebei Academy of Social Sciences is continuing and has grown through the department’s participation and receiving representatives from the Academy for short term visits, it is unclear at what point they blossom into the establishment of collaborative research projects. We recognize that the benefits in terms of the development of faculty collaboration with Academy researchers may develop more organically through our continued association.

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

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

Click here to enter text.

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

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

Click here to choose.

Dates: Click here to enter text.

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

1. Enter a unit goal:

   Improve measurement of student learning by means of reviewing and revising the department’s assessment plan

2. Status of goal:

   □ Completed   □ Eliminated   □ Modified   □ In Process   ☒ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.A.2</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.M.3</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?

The department assessment plan was developed many years ago and is in need of substantial revision. The mapping of the curriculum learning objectives for the undergraduate program needs to be reviewed and updated for recent changes in the
program’s curriculum. The department will also be considering the development of more standardized assessment measures for the required courses. The methodology employed for the post graduate survey that is conducted a year after the students graduate needs to be improved to increase response rates and to provide further information on student success in terms of employment and post graduate education. Lastly, the current assessment plan does not include assessment for the general education program and the Baccalaureate Framework. The General Education Assessment has been done separately and needs to be included as part of the program general assessment. We have not as yet incorporated the Baccalaureate Framework into the current plan and needs to be done.

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?

This will be a priority for the faculty for the remainder portion of the year and to be implemented at the beginning of next year.

| 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?

How the new plan is reviewed by the Assessment Council of COAS and the Office of Assessment will be the metrics used to determine the adequacy of the plan. Once implemented the quality of the data and its usefulness for program improvement will be the ultimate test of the plan’s quality.
12. Are you able to accomplish this unit goal with your current monetary and staffing resources?
   Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
   Faculty service to the department will be the resource that will be used to fulfill this goal.

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

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

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.
   CUL - # of positions needed  Click here to enter text.
   Benefited  Select Yes/No
S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

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

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

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

The department has a heavy service load. Over the last 3 years we have been in program review for the undergraduate program. Previous to this we completed the program...
review for the graduate program which has since been suspended because of a cutback in faculty positions. We have three new faculty members in the department (hired in the last two years), one CL, and four tenured faculty. The program review recommendations are extensive, some overlap with the USAP strategies, but others do not. There is a lot to do with the number of department faculty and the additional responsibilities of teaching, research, and service that a part of a faculty member’s workload. One faculty member will retiring at the end of next year, and the department is hoping to replace that faculty member which will require the recruitment and hiring of a faculty member during late fall 2016. This service workload poses significant challenges to faculty being able to accomplish all that they need to in order to continue making progress on their academic careers for reappointment, tenure and promotion.

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

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

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: The revision of the Assessment Plan for the department should be finished by the end of fall semester 2016.

<table>
<thead>
<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>
<td>Some of the 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>
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<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<tr>
<td>2nd Plan 2020 Goal</td>
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<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.

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<td><strong>Do the unit goals align with the University’s goals?</strong></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.

<table>
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<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>
</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  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
Other: Describe:

Other: Describe:  

CUL:  
Benefited:  
Recurring:  
Non Recurring:  
Equipment:  
Other:  

CUL - # of positions needed  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
Other: Describe:
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>
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<tbody>
<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></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>1st Plan 2020 Goal</th>
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</tr>
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<tbody>
<tr>
<td>Choose an item</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.

| 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

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.

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

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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<tr>
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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?** | 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?

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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.

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

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

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

Click here to enter text.

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

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

Click here to enter text.

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<tr>
<td>Challenges are not included in the unit's report.</td>
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<tr>
<td>Challenges are listed but they are not clearly stated.</td>
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<tr>
<td>Clearly stated challenges are included for this goal.</td>
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TASK FORCE COMMENTS AND/OR QUESTIONS:
19. What is your timeline for accomplishing this goal?

   Click here to choose.

Dates:   Click here to enter text.

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

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

S & W — Recurring
Non Recurring

S & E — Recurring
Non Recurring

Equipment — Recurring
Non Recurring

Other: Describe:

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

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

Click here to enter text.

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<td>Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</td>
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18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

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Sociology - USAP Report  Page 67
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:**