2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Theatre
Part I

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

The Mission of the Department of Theatre is to:

- Educate its students within a broad liberal arts framework in the art, craft and discipline of theatre, through programs offering both classroom study and experiential production activities.
- Serve the University Community through its productions and general education offerings.
- Provide culturally enriching activities to the greater Northeastern Indiana Region.

Department of Theatre Values:
- The pursuit of knowledge in an environment that encourages free and open inquiry, academic achievement, scholarship, and creativity.
- The cultivation of creativity.
- The highest academic, artistic, and ethical standards.
- Artistic and scholarly collaboration.
- Interdisciplinary inquiry and scholarship.
- The professional commitment, innovations, and accomplishments of faculty and staff.
- Partnership with the community to enhance cultural, creative, and intellectual life in the region.
- Diversity.

Department of Theatre Vision:
The IPFW Department of Theatre will be a regionally recognized theatre program, known for its regional impact and:
- The excellence, value, and accessibility of its training programs.
- Its exceptional academic curricula and facilities that foster unique teaching, learning, and student environments.
- The scholarly and creative accomplishments of its faculty, students, and staff.
- Its contributions to the quality of artistic and creative life of the region.
**RUBRIC**

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

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

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

- The department revised its curricula to include discipline specific writing instruction in the curricula of freshman level core courses, THTR 20100 Theatre Appreciation for Majors and Minors and THTR 28400 Textual Analysis.
- Associate Professor Jeff Casazza for FACET for Excellence in undergraduate teaching.
- Associate Professor Jeff Casazza was nominated for and accepted into the Leadership Academy at Penn State University.
- Faculty regularly pursues professional engagements and presentations at regional, national and international venues.
- The department sent 2 faculty members and 8 students to participate in the United States Institute for Theatre Technology's annual conference.
- The department sent 2 faculty members and 20 students to participate in the Humana New American Play Festival at the Actors Theatre of Louisville.
- The department produced a season of five productions representing five decades of theatre at IPFW as part of the university 50th Anniversary celebration.
- The cast of *Merrily We Roll Along*, under the direction of Associate Professor Craig Humphrey, performed at the Gala Celebrating IPFW’s 50th Anniversary.
- The department’s production of *Into the Woods*, directed by Associate Professor Craig Humphrey, won the Whatz Up magazine Whammy Award for Best Theatrical Production of 2014.
- The department continued its relationship with Fort Wayne Summer Musical Theatre, providing that organization with a venue for its annual six week summer program for Allen County high school students.
• The department purchased 54 new, up-to-date stage lighting instruments to replace failing inventory.

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

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

• The department holds initial associate membership with the National Association of Schools of Theatre (NAST) (five year review slated for 2017). Our NAST accreditation benefits us by requiring that we maintain established curricular standards. It proved to be an attractive asset in recruiting high quality candidates during our 2014 Chair search.
• The Williams Theatre and Studio Theatre spaces must comply with local fire department and Homeland Security regulations governing public performance venues.
• The scenic and costume production shops must meet OSHA safety regulations.
### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   Although the metrics determined by the College of Visual and Performing Arts were ultimately rejected and a campus-wide model of metrics utilized instead, please see the CVPA metrics document sent along with this report via separate copy. I reference this data because it should be noted that Theatre and all other arts departments on campus bring in an unprecedented number of community members to see our shows, attend our concerts, take part in our community arts workshops and classes and partner with us on projects in local community-arts organizations and K-12 schools. This shows that Theatre and its sister arts departments serve as a cultural and artistic hub for the Fort Wayne region, enriching the community in immeasurable ways.

   Although we do not/have not yet collected employment data, it is important to keep in mind that training artists is fundamentally different than, say, training nurses or lab technicians. In the framework of the liberal arts at the undergraduate level, the training of artists has typically been for reasons of developing a life-long, intellectual habit of mind,
fostering the ability through critical reading of and critical writing about classic texts, (and, in our case, the application of those works in a multi-dimensional, multi-media living and embodied artwork created through deep team work) to problem solve at advanced levels. These kinds of degrees allow the undergraduate to move on to a myriad of fields, applying their skills obtained at the undergraduate level.

5. Who provides advising to your students? (Please check as many as apply)
   - Faculty ☒ Peer ☐ Professional ☐ N/A

6. Are your students required to meet with an advisor each semester?
   Yes
   Comments: The chair advises all incoming students during their first semester. Advising for all returning majors is divided among all full time, tenured/tenure track faculty.

7. Does your department have formal advising policies that are to be followed?
   - All majors are required to meet with their advisor each semester.
   - Holds are placed on all majors’ accounts that are removed only with a signed form stating that they have done so.
   - Each student and his/her advisor sign a registration agreement form each semester that which shows whether the student is on progress toward completion of the degree requirements.
   - The department utilizes a combination of a bingo sheet on hard copy and My Blue Print on-line.

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

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

Click here to enter text.

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

Click here to enter text.

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).

Click here to enter text.

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).

Click here to enter text.

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

Click here to enter text.

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

Professor Beverly Redman, Chair
Associate Professor Jeff Casazza
Associate Professor Craig Humphrey
Associate Professor Mark Ridgeway
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:

Fill vacant faculty line: tenure track Assistant Professor of Acting. Currently, to cover 50-60 majors, 10-20 minors and numerous students who take their arts general education credits with us, the department holds 4 tenured professors, two professional staff that teach and manage technical shops and 3 LTLS. See information in answer #5 to explain why it is imperative that the department hire a tenure-track faculty member with a performance-based terminal degree.

2. Status of goal:

☐ Completed  ☐ Eliminated  ☐ Modified  ☒ In Process  ☐ New

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

N/A

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

4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses  ☐ Priorities shifted

☐ No funding for salary & wages  ☐ Loss of staffing

☐ No funding for equipment / maintenance of equipment

☐ Other:  If ‘Other’, click here to explain.

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

☐ Create/Develop
☐ Eliminate/Discontinue
☒ Improve/Enhance

☒ Increase Efficiency
☐ Maintain
☐ Stretch

☒ Other: This goal will improve student learning, enhance the department’s offerings and increase efficiency in the department. One-half to two-thirds of our majors choose an acting or musical theatre emphasis, yet we do not have anyone on the faculty with a performance-based terminal degree. We are likely to lose our accreditation in 2017-18, if we do not correct this deficiency by filling this position. We will again enter the queue and hope that a line/search is granted to us in 2016-2017.

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

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

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

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

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.
<table>
<thead>
<tr>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<tbody>
<tr>
<td>1st Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>II.B - Mentoring</td>
<td>Choose an item.</td>
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<td>relationships</td>
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<tr>
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<td>learning</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>IV.B - Efficiency</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?

   See entry #5

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

   For two years we have requested permission to conduct a national search and complete a hire. We will do so again in the coming academic year.

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

    Seek CVPA and VCAA approval to conduct search. Complete a national search and hire once approval is granted.

RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

The goal is clearly aligned with this university’s fundamental goal of populating each department with appropriately credentialed educators in each program area. It would include improvement of the education of all of our theatre students, especially those pursuing an emphasis in performance areas (which is the majority), and its success or failure will greatly determine the success of our re-accreditation process with NAST in 2017-18. Currently, LTLs and tenured professors in the department that do not hold performance-based terminal degrees are covering these areas of the curriculum. If provided with administrative approval and funding, the goal relevant and achievable.

RUBRIC

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

No

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

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 would need assistance with both funding the search itself and funding the new colleague’s salary and benefits.

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

   CUL - # of positions needed   1  

   Benefited   Select Yes/No

   S & W — Recurring   Yes   $$: 48500  
   Non Recurring   Select Yes/No   $$: Click here to enter amount.

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

   Resources will cover costs of the search and hire, as well as funding the salary of the position post hire.
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 number/ranking of importance of other faculty positions needing to be filled at IPFW could, we fear, prevent us once again from accomplishing this goal. Because other positions have been deemed more pressing than ours, our hire has been postponed for two years. As aforementioned, however, we are now approaching re-accreditation, thus making the successful completion of this hire crucial to our remaining in good standing with the accrediting agency.

RUBRIC

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

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

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

1-2 years

Dates: 08/2016 to 08/2017

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

1. Enter a unit goal:

Create an active recruiting plan:
Create new relationships with area high school theatre programs and strengthen existing ones.
Participate with Summit City Scholars program to conduct auditions/interviews for the department's Edward D. and Ione Auer Foundation Honors Scholarships

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?

This goal has been partially completed and the work will continue on indefinitely. We now take part in the Summit City Scholarship Program, using a portion of our Auer Family Scholarship funds to award one high-achieving student a substantial four-year scholarship. We continue to recruit high academic achievers from regional high schools and award them our in-house scholarships at various monetary levels. We have begun conducting workshops for high school teachers in theatre pedagogy. We hold a scholarship audition workshop for prospective students in the fall and follow this with two rounds of scholarship auditions in the spring. And we actively call, email or text new admits and also prospective admits throughout the winter and spring, inviting them to visit, meet the Chair and shadow a student for a day.

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

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

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<td>I.B - Student engagement</td>
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<td>II.C - Community engagement</td>
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<td>Choose an item.</td>
<td>Choose an item.</td>
<td>III - Hub for competitiveness</td>
<td>IV - Create a stronger university</td>
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7. Is the unit goal a high, medium or low priority?
   High

8. Why is this goal important to your unit, the university or both?
We would like to grow and stabilize the number of our majors to 50-55 over the next 3-5 years. Over the next 5-10 years, we would like to grow and stabilize the number of our majors to 70-75. However, upon stating these wishes it is important to mention that we are concerned about whether or not these hopes are feasible. An investigation of enrollment trends over the past 25 years indicates to us that we have typically hovered around 40-50 students, tending to lose a small percentage, mostly of freshmen, each year for two different reasons: first, a few seem to use our program and funding to access an inexpensive start to college, with the intention coming in that they will finish their degree elsewhere; second, a somewhat larger group simply does not make it through the first year due to lack of proper preparedness for the academic rigor of college. If permission were to be granted us, we have an interest in bringing a consultant to our department, hoping he/she could advise us on: how to retain either category of students that leave us after the first year; and whether or not retention of these types of students is a feasible goal.

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

We continue to build relationships with local high school theatre teachers and programs. During the 2015-16 academic year, we have offered: pedagogy workshops for high school teachers; a high school day of workshops for high school students; a high school performance of Midsummer Night’s Dream; and both an audition workshop and two scholarship auditions for high school seniors. We now participate in the Summit City Scholarship program. We have regularly attended high school performances and recruited by introducing ourselves to the performers and handing out information packets and invitations to visit us. We have also reached out to Admissions and sought more increased collaboration; however, this has currently stalled due to unforeseen staffing issues. We hope that the upcoming re-organization of the office in the near future will help to allow for stronger connections between our efforts and theirs.

We have been strengthening our first year advising by meeting weekly with all new majors and by continuing our team building activities on Friday afternoons, as a lab portion of the Theatre Appreciation Course, a section designed specifically for incoming Theatre majors.

As aforementioned (#8), if granted the opportunity, we would bring in a consultant to advise us on additional strategies we might employ to: 1) Assess the feasibility of our goal and 2) If deemed feasible, identify additional strategies to reach our goal of increased growth.
10. What action(s) does your unit plan to take to support this unit goal?

   See response to #9

| 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?

   1.) Increased student participation in department recruitment activities.
   2.) Increased numbers of students participating in department scholarship auditions.
   3) Increased enrollments and decreased drop-out and transfer rates.

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

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

Partial

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

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?

The success or failure of Goal #1—the recruitment and hire of a tenure-track faculty member in the area of performance—will, we feel, play a significant role in our achieving success with Goal #2, recruitment, retention and increased numbers of our majors.

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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<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>Research needs to be conducted on cost of consultant visit.</th>
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<tbody>
<tr>
<td>Benefited</td>
<td>No</td>
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<th>S &amp; W — Recurring</th>
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<tr>
<td>Non Recurring</td>
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<td>Non Recurring</td>
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<td>$$: 1500</td>
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17. If you were to receive the additional resources outlined in question #16, how will they be used?

They would be used to bring in a consultant to assist us in creating a 3 to 5 year plan for departmental growth.

<table>
<thead>
<tr>
<th>Equipment — Recurring</th>
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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?

We believe that the future re-branding of IPFW will either aid or hinder our ability to achieve our goal.

Furthermore, as aforementioned, we believe that the ability to recruit and hire a tenure-track position in the area of performance will aid in the ability to achieve this goal. It should also be noted that major responsibilities for recruitment traditionally fell to the individual in the currently vacant position; therefore, faculty workload and scheduling
issues specifically related to recruitment have arisen since this position became vacant, and the vacancy will continue to compromise recruitment efforts.

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

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

19. What is your timeline for accomplishing this goal?

   5+ years

   Dates: On-going indefinitely

<table>
<thead>
<tr>
<th>RUBRIC</th>
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</table>

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

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

1. Enter a unit goal:

   Technology upgrades in Williams Theatre sound system:
   Upgrade outdated control board, monitors and hand held microphones to ones meeting acceptable technological standards.

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.
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?

For two reasons this goal is important: First, because we serve the great Fort Wayne region, by offering a season of theatre productions and also renting out our performances spaces, we must keep our technology functioning to top form and appropriate safety standard; second, because our students are trained on this equipment, we have an obligation to introduce them to technology that is current/industry standard.

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

Our goals have been modified. In keeping with the original goals, we have upgraded the sound-system technology in the Williams Theatre, by purchasing a new sound board and also a new set of body microphones for use in the musical theatre productions. We have not yet purchased new monitors or hand held microphones, deciding to put these plans on the back burner and instead upgrade our facilities in other ways that became equally if not more pressing due to imminent systems failures (for reasons of aging equipment). These priority shifts include: 1) The purchase of the sound design software, Q-Lab, which is industry standard and which will require additional training of personnel; 2) The purchase of a new dimmer system in the Studio Theatre, Kettler Hall, which replaced a faulty and aging system located there; 3) The purchase of new lighting instruments—including 36, 26 degree instruments and 18 zooms.
10. What action(s) does your unit plan to take to support this unit goal?

The plan is on-going. Allowing us to continue to maintain a contingency budget for technological upgrades such as these (through use of our rollover/revenue funds from theatre production ticket sales) is imperative for our success.

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

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

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

The industry is always improving, so purchases of industry-standard equipment gives our students greater marketability once they graduate and it enhances our teaching while students are training with us.

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

Partial

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

As aforementioned, we will continue to maintain a contingency budget for such upgrades.

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?

The priorities shift to the Studio Theatre dimmer system replacement could have only been accomplished with the help of both the CVPA Dean’s office funds and Vice Chancellor Drummond’s funds because the replacement of the dimmer system was too costly for our contingency funds to cover. Typically, our contingency will be able to handle technological upgrades, especially if the attention to maintenance and upgrading is on-going. However, occasionally costs may exceed what our budget can handle and application to other sources may become necessary, as was the case this year.

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:  Production Revenue Account

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?

See # 15

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

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

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

Click here to enter text.
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

   Click here to choose.

   Dates:  Click here to enter text.

### RUBRIC

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

1. Enter a unit goal:

   Strengthen the existing department writing initiative:
   Include discipline specific writing instruction components in the curricula of freshman level core classes (THTR 20100 & 28400)
   Develop means for charting student writing development and incorporating those findings into department advising process.

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.
Area I Goals | Area II Goals | Area III Goals | Area IV Goals
---|---|---|---
**1st Plan 2020 Goal** | I.A - Student learning | Choose an item. | Choose an item. | Choose an item.

**2nd Plan 2020 Goal** | Choose an item. | II - Promote knowledge | III.B - Intellectual programming | Choose an item.

**3rd Plan 2020 Goal** | Choose an item. | Choose an item. | Choose an item. | IV - Create a stronger university

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?

    Because we see the performance text, or play, as central to nearly all of our artistic collaborations, it is essential that students across the theatre curriculum read and write critically at an advanced level, with both knowledge of the formal characteristics of dramatic literature and also the socio-political contexts out of which those texts arose. Therefore, writing about dramatic literature in a variety of ways throughout their time with us is essential to becoming well rounded theatre artists.

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

    In addition to forming an overall rubric for the department as a whole, we are now in the process of generating specific rubrics to accompanying the specific kinds of writing tasks that particular courses require.

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

    Continued detailing of the variety of writing activities and the assessment criteria associated with each kind of assignment.
**RUBRIC**

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

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

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

We will link this on-going goal and activities to our work with the Assessment Committee at IPFW, reporting on our work in the Annual Assessment Plan.

**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. |

| (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). |

**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?

Our resources are not monetary in nature.
14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  Click here to enter text.
  Benefited  Select Yes/No
  
S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
  Non Recurring  Select Yes/No  $$: Click here to enter amount.

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

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

Other: Describe:  Click here to enter text.

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

17. If you were to receive the additional resources outlined in question #16, how will they be used?
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 that we foresee.
19. What is your timeline for accomplishing this goal?

5+ years

Dates: On-Going

| 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 - #1

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

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

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

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

☐ Create/Develop  ☐ Eliminate/Discontinue  ☐ Improve/Enhance

☐ Increase Efficiency  ☐ Maintain  ☐ Stretch

☐ Other: If ‘Other’, click here to explain.

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

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

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

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

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

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

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

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

   **RUBRIC**

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

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

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

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

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

   Click here to choose.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

**Benefited**  
Select Yes/No

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

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

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

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

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

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

**Other: Describe:**  
Click here to enter text.

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

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

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

Click here to enter text.
RUBRIC

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

RUBRIC

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

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

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

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

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

☐ Create/Develop         ☐ Eliminate/Discontinue         ☐ Improve/Enhance

☐ Increase Efficiency     ☐ Maintain                        ☐ Stretch

☐ Other: If ‘Other’, click here to explain.

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

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

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal LA.1 or LA.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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</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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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

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

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

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

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

   Click here to choose.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.
**RUBRIC**

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

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

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

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

Click here to enter text.

**RUBRIC**

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

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

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

19. What is your timeline for accomplishing this goal?

Click here to choose.

**Dates:** Click here to enter text.
| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are time frames included** for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

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

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

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

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

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

9. If continuing your goal, what progress have you made or which action steps have been completed?
   
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10. What action(s) does your unit plan to take to support this unit goal?
   
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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?

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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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<th>Category</th>
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<th>Non Recurring</th>
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<td>CUL - # of positions needed</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<td>Benefited</td>
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<td>$$: Click here to enter amount.</td>
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<td>S &amp; W — 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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<td>S &amp; E — Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<tr>
<td>Equipment — Recurring</td>
<td>Select Yes/No</td>
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</tr>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
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<tr>
<td>Other — Recurring</td>
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<td>Non Recurring</td>
<td>Select Yes/No</td>
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17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.
RUBRIC

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Click here to enter text.

RUBRIC

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  

Click here to enter text.
### RUBRIC

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

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

---
New Goals for 2015-2016 - #4

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

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

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

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

☐ Create/Develop    ☐ Eliminate/Discontinue    ☐ Improve/Enhance

☐ Increase Efficiency    ☐ Maintain    ☐ Stretch

☐ Other: If ‘Other’, click here to explain.

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

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

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

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

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

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

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

9. If continuing your goal, what progress have you made or which action steps have been completed?
   
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10. What action(s) does your unit plan to take to support this unit goal?
    
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 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?
   
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14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   
   Click here to enter text.

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

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

Benefited  Select Yes/No

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.
**RUBRIC**

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

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

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

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

Click here to enter text.

**RUBRIC**

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

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

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

19. What is your timeline for accomplishing this goal?

Click here to choose.

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

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

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

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

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

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

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

4. If eliminated or modified, state reason:
   
   ☐ No funding for supplies and expenses       ☐ Priorities shifted

   ☐ No funding for salary & wages              ☐ Loss of staffing

   ☐ No funding for equipment / maintenance of equipment

   ☐ Other:  If ‘Other’, click here to explain.

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

- ☐ Create/Develop
- ☐ Eliminate/Discontinue
- ☐ Improve/Enhance
- ☐ Increase Efficiency
- ☐ Maintain
- ☐ Stretch

☐ Other: If ‘Other’, click here to explain.

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

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

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

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

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

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8. Why is this goal important to your unit, the university or both?
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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. |
|---------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------|
| (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). |                                                                     |                                                            |                                           |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   Click here to choose.

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

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

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

Benefited  Select Yes/No

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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.
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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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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>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></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:**