2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Mathematical Sciences
1. What does your unit do and how does it support the mission of the university?

The Department of Mathematical Sciences (Precalculus, Statistics, Math Education, Analysis, and Discrete Math groups) is a multifaceted complex primary academic unit that provides one of the broadest educational opportunities:

- The largest dual-credit program;
- Vast General Education mission;
- Higher level service program for engineering, technology, and sciences;
- BS Options in Actuarial Sciences, Business, Computing, Mathematics, Statistics and Teaching;
- The only Master's degree program in the Mathematical Sciences in our service region.

MISSION: (from 2008–09 Self Study)
Provide and administer programs leading to Bachelor of Science degrees in Mathematics and Mathematics Teaching; provide and administer programs leading to the Master of Science degree in Mathematics and the Master of Arts degree in Mathematics Teaching; serve other departments and programs at IPFW through the creation and teaching of mathematics and statistics courses designed to meet the needs of their students; and teach and support developmental mathematics courses created to meet the needs of mathematically underprepared students at IPFW.

Conduct research and perform scholarly activity in the areas of mathematics, statistics, mathematics education, and mathematical pedagogy; disseminate the results of this research to the academic community; provide expertise in these areas to the academic and regional communities; and render service to the profession.

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<tr>
<th>RUBRIC</th>
<th>The unit did not provide evidence of their support of the mission statement.</th>
<th>The unit provided some indicator of how it supports the mission statement.</th>
<th>The unit specifically explained how it supports the mission statement and provided examples.</th>
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<tr>
<td>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</td>
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TASK FORCE COMMENTS AND/OR QUESTIONS:

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

Foster student success:

- Continued running of the Math MALL (student-tutors and faculty-volunteers);
- UCAP (Universities and Colleges with Actuarial Program) classification by the Society of Actuaries, the only program in NE Indiana to achieve such a classification;
• Very active Actuarial Advisory Board (Swiss Re, Lincoln Group, Medical Protective, and Buck Consultants) – May, 2015 meeting proposed First Actuarial Picnic, December 2015 meeting supported the BS in Actuarial Sciences Degree.
• Kenda Barnes and Skyler Haas co-op Medical Protective; Diana Bezuhlyy will be an intern at Buck for the summer of 2016; Melissa Parks will be an intern at Swiss Re for the summer of 2016; Anthony Hartle is currently an intern at LFG, and he will be in their summer 2016 internship program as well;
• Ningle Lei passed Exam FM in April 2015 and Marissa Hukill passed Exam FM in December 2015;
• IPFW’s team (Vreneli Brenneman, Altun Shukurlu, Sofia Lyrintzis) at the MAA Indiana Collegiate Mathematics Competition (ICMC) received 3rd place among 33 teams.
• IPFW’s team members (Altun Shukurlu, Tara Joyce, Vreneli Brenneman) at the Putnam National Math Competition all scored above the median. This is the first time IPFW has a team at the Putnam Competition.

Creation of knowledge:
• 2 books, 24 articles (appeared/accepted/submitted), 38 presentations, 2 Applied Research Projects; 4 Technical Assistance Projects (TAPs) and 2 TAA (Technical Assistance Agreements);
• Externally supported research by NSF (Zhang) and Simons Foundation (Dragnev);
• NSF-supported Midwest Workshop on Asymptotic Analysis (organized by Coffman, Dragnev (IPFW), Levenberg (IUB), Yattselev (IUPUI));
• Three International Agreements were signed: Sofia University (December 2014); Jinglin Institute of Technology, China (May, 2015); University La Laguna, Spain (October 2015). This is in addition to agreements with Bulgarian Academy of Sciences, Ukrainian Academy of Sciences and Zajiang Normal University (China) and surpasses the three-year Goal 5 of USAP 2014-2015 Report (which was left empty by the software).
• Prof. Peter Boyvalenkov (Bulgarian Academy of Sciences) and Prof. Maya Stoyanova (Sofia University) visited IPFW in February-March 2015; Prof. Yang Liu (Zhejiang Normal University) resided at IPFW in Spring/Summer 2015; Prof. Ramon Orive (University La Laguna) visited IPFW in September-October 2015; Prof. Yifei Pan (IPFW) visited Jinglin Institute of Technology in May 2015; Prof. Peter Dragnev (IPFW) visited Bulgarian Academy of Sciences in August and November 2015;

Regional Intellectual Hub:
• Center for Applied Math and Statistics (CAMS) - 2 TAAs for Garret Keyser Butler ($975) and FWCS ($2,800); 4 TAPs ($7,200 each) for USSI (12/15), Decidere Inc. (2/15), VisionMenu (3/15 and 2/16); Applied Research Project for Decidere Inc. ($24,039); Research Project for VisionMenu ($24,000);
• The Department is the largest single provider of concurrent enrollment math classes in NE Indiana. As such, it prides itself in maintaining the highest level of program oversight and teacher-faculty professional development;
• Co-sponsored (with Raytheon) Mathcounts, one of the Department’s signature engagement projects, that gathers middle school students for a day of friendly competition and appreciation of mathematics. Departmental faculty participate in a preparation session (usually two-three weeks earlier). Proctoring and grading is done in partnership with Raytheon.
• Actuarial Club organized Public Lecture by Ian Rolland, former CEO of Lincoln Financial Group in April 2015 and the First Actuarial Picnic (attended by over 80 regional actuaries, students, and faculty.
### 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?

Classification of the Actuarial Science program as a UCAP program the Society of Actuaries, making IPFW the only institution with such classification in NE Indiana.

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

The Total Credit Hour (TCH) metric is a misleading one, especially for the Math Department. Namely a comparison of the 2010 to 2014 data in the All Department Metrics file reveals a drop from a high of 28,334 on-campus TCH to 19,268. During this time IPFW transitioned away from developmental courses, such as MA 109/113, and encouraged underprepared students to attend Ivy Tech. For example, in 2010 MA 109/113 had 7,038 credit hours, while in 2014 MA 113/124 had combined 2271, which accounts for 4,767 of the drop in credit hours. In addition due to dual-credit and diverting some students to Ivy Tech MA 153 on-campus enrollment dropped from 6,324 to 3,624, a drop of 2,700 credit hours. At the same time the dual-credit MA 153 moved from 1,541 to 4,377 credit hours (see Registration Reports from IR website: http://www.ipfw.edu/offices/ir/statistical/).

Comparing the same figures for 300-400 level Credit Hours reveals a growth from 1,724 in 2010 to 2,265 in 2014 (see http://www.ipfw.edu/offices/ir/profiles/), a 31% increase upper-level enrollment.

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: Click here to enter text.

7. Does your department have formal advising policies that are to be followed?
   All math majors, but the seniors have a Math Hold, which is removed once they see an advisor.

8. Do you collect employment data for your graduates?
   No
9. If you answered “Yes” to Question #8, what % of your graduates from the last academic year (2014-2015) are employed in their field of study or enrolled in another educational program? NOTE: If you do not collect this data by department, we will refer to Destination Survey: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

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.

The Destination survey for Mathematics has relatively small number of respondents (n=11).

With the enhancement of our Actuarial Sciences program in the last two years we have had significant successes in experiential learning opportunities (2 co-ops and three interns just this year). Professional Actuary-in-Residence Joe Francis maintains close contact with all of our recent graduates (Linh Nguyen - Cigna, Jessica Sproat – LFG, Hunter Wilbanks – Buck Consultants, etc.).

Math Ed faculty maintain close contact with our teaching option majors, where job placement in the last few years has been 100%.

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.

According the CRI Regional Intel Report, for CIP 27

“IPFW conferred 61% of all awards in the region since 2003 (268 of 441) – IPFW has only master’s level programming

However, since 2003 the region’s completions have remained flat while there has been a near doubling of completions at the state and national levels, namely
Completions 2003 vs 2014 have been: Region: 31 vs 35 (13% increase);
State: 514 vs. 991 (93% increase); Nation: 19,657 vs. 36,259 (85% increase).”

The report continues with the forecast that “Approximately 17% (nearly 3,600) of regional openings over the next decade will be in analytical fields –potential connections to growth areas like Big Data, fraud prevention, market research, etc.”

Responding to similar forecasts nationwide, after meeting with the local executives of the 2nd largest reinsurance company Swiss Re in December 2012, IPFW has invested in enhancing its Actuarial Program. To bring its program in line with industry standards IPFW attracted local Actuarial Educator with national prominence Joe Francis to teach Exam FM course, became UCAP classified by the Society of Actuaries, formed an Actuarial Student Club and an Actuarial board. Majors in the option increased three-fold from 17 at the time to 50 in Fall 2015. Responding further to regional needs, based upon the foundation from its options in actuarial science and in statistics, the Department of Mathematical Sciences developed two new BS degrees, in Actuarial Sciences and in Applied Statistics, which currently go through the approval process.

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

Here we explain the modifications in our Goals.

1) Responding to students demand and NE Indiana regional needs for actuarial sciences and applied statistics we modify Goal 1 to incorporate the development of signature programs in the areas.

2) In light of the Mathematics Pathways report from the Indiana Higher Education Council’s Mathematics Innovation Committee, which differentiates pathways for calculus and non-calculus tracks in mathematics, we have combined and modified Goal 2 and Goal 3 of the 2014-2015 USAP report.

3) Due to lack of demand for honors courses MA 103H and STAT 125H we eliminated Goal 4.

4) As the largest concurrent enrollment program on Campus, we feel responsible for the dual-credit students’ University experience and add an important action step of enhancing this experience.

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

Peter Dragnev – Chair

USAP committee - Doug Townsend, Jim Hersberger, Mark Lipman, Adam Coffman
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 number of baccalaureate degrees granted in actuarial sciences, statistics, and business options, and have Actuarial Science Program classified as "undergraduate-advanced" by the Society of Actuaries.

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?

   All of the metrics of this 3-5 years goal have been achieved.

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

4. If eliminated or modified, state reason:

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

   ☒ Other: **We are modifying this goal to address student demand and NE Indiana regional needs. BS degree in Actuarial Sciences has been developed by the department and has passed the COAS Curriculum Committee. BS degree in Applied Statistics is on the COAS Curriculum Committee agenda. These are envisioned as signature programs.**

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

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

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

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

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

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

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

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<td>I.B.1</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?

The goal addresses directly the development of signature programs associated with NE Indiana region’s strength in Actuarial and Insurance needs. New BS degrees in Actuarial Science and in Applied Statistics have been developed and are in the process of approval.

According the CRI Regional Intel Report, “Approximately 17% (nearly 3600) of regional openings over the next decade will be in analytic fields.”

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

IPFW Actuarial Program became the only UCAP classified program by the Society of Actuaries in NE Indiana at (equivalent to old undergraduate-advanced classification).


The 3-year goal of 61 students in options MAAS, MAST, and MBUS has been surpassed (we have currently 63 students).

Professional Actuary-in-Residence Joe Francis hired as a 0.5 FTE CL.

The Actuarial Advisory Board (Swiss Re, Lincoln Financial Group, Medical Protective, Buck Consultants) has actively participated in providing valuable feedback on various aspects of the development of the program.

Student work placement dramatically improved – currently two students have Co-ops with MedPro and three students have secured (very competitive) internships with Swiss Re, LFG, and Buck.

Significant increase in students passing actuarial exams (few years ago there was one student on average passing exam every other year, now several students pass an exam every year).
Two new actuarial courses, Models of Financial Economics and Practicum of Financial Math, have been developed and delivered in Spring 2016.

Action Step 1: Continue to expand number and frequency of course offerings in statistics and actuarial science – completed; Joe Francis was hired as a CL and Professional Actuary-in-Residence; TT stat search completed successfully; actuarial program courses STAT 516, 517, 520 are now being scheduled every year instead of every other year.

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

Action Step 2. Continue and expand recruitment efforts in dual credit pre-calculus and calculus courses – Department hasn’t yet utilized the opportunity to the fullest extent. Will work with DCS. See also New Goal 1.

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<tr>
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<th>Goal does not align with the University’s goals.</th>
<th>The goal is somewhat aligned with the University’s goals.</th>
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<td>Do the unit goals align with the University’s goals?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Number of majors and degrees awarded- increase by 35% over three years, 60% over five.

Number of high impact experiential learning opportunities, such as co-ops, internships

Number of actuarial science exams passed by students.
| 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?
   
   **With current resources we will be able to deliver the other math options in their current state, but not the BS degree in Actuarial Sciences or the BS in Applied Statistics.**

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 3  
Benefited Yes

S & W — Recurring Yes $$$: 225000  
Non Recurring Select Yes/No $$$: Click here to enter amount.

S & E — Recurring Yes $$$: 10000  
Non Recurring Select Yes/No $$$: 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?  

New tenure track faculty will teach additional statistics and actuarial science courses.

| 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?

None anticipated.

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

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

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: 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:**
Goal 2

1. Enter a unit goal:

   Increase success rates by 10% in high volume service courses that function as gateways to students' majors or satisfy IPFW general education requirements.

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: Mathematics Pathways report from the Indiana Higher Education Council's Mathematics Innovation Committee differentiates pathways for calculus and non-calculus tracks in mathematics. The report details success rates at all Indiana public colleges in required entry level math courses, and makes recommendations regarding a restructuring of what is expected in various majors. A key focus is the desire to create a Quantitative Literacy course which would serve as the requirement for majors which do not require calculus. It is expected that a consequence of such a switch would be fewer under-prepared students taking College Algebra, or in the case of high school students, pre-calculus. We want to design better placement that will put students in the correct pathway.

   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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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?

1) Helping students choose the correct pathway will increase success rates in entry level courses and decrease time to graduation. In particular, this will help improve success rates in science and engineering calculus sequence MA 165/166 (see Goal 3).

2) Increased success rates in these courses will likely increase student retention.

3) Increased rates in these courses will help students graduate in 4 – 6 years.

4) Many of these courses are used by students to satisfy the Gen Ed Quantitative Reasoning requirement.

5) Many major programs require one or more of these courses.

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

Action Step 1. Partner with Indiana Commission for Higher Education’s Mathematics Innovation Council to determine current success rates by major in gateway mathematics courses. – completed

Action Step 2. Increase student engagement with department faculty and tutors in the MATH Mall and CASA. – most faculty members volunteer office hours in the Math MALL – G 38 and CASA – G19 tutoring labs.

Action Step 3. Increase student and instructor usage of instructional videos developed for MA 15300/15400/15900, MA 16500/16600, and STAT 12500 in all instructional delivery modes (on campus, online and dual credit) – on campus and online classes have increased utilization of the Math videos; we will expand next to dual credit.

Progress made: MA 12401 has an increase in its success rate for Spring 2015. Others have stayed low. We have changed the prerequisite for MA 153 to MA 111 with a grade of B- or higher (instead of C- or higher) starting in Fall 2016.

10. What action(s) does your unit plan to take to support this unit goal?
1) We plan to completely overhaul the placement process.

2) We will take steps to try to get students into the appropriate entry-level courses.

3) Enhance the University experience of students in our Concurrent Enrollment program in order to align better the high-school exit qualifications and college-entrance expectations.

4) In particular, provide access for dual-credit students and instructors to the Online Math MALL and the short videos in MA 153/154, MA 165/166, and STAT 125 concurrent enrollment sections.

5) Provide guest lectures by Departmental faculty to dual-credit classes on-site or on-campus.

| 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) Track student success rates for new students by placement level. Over time this should tell us if our placement process is working, or needs more revisions.

2) Track the success rates of students in each of these courses, and sort by major. If we see problems in a particular major, we will communicate with appropriate people in that department/unit.

3) Track success rates in MA 153 to see if the change in the prerequisite for Fall 2016 has effect on success rates in subsequent semesters.

4) Track the usage of the Online MALL by dual-credit students and instructors.

5) Compare success rate in a subsequent course (MA 165 and MA 166) for students passing the prerequisite math course (MA 153/154 or MA 165) course as non-degree seeking (dual-credit) vs. degree seeking (on campus/online).
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?

    We will work on accomplishing all, regardless of whether resources we ask are provided. However, important service courses in Analysis (Calculus track)/Discrete Math areas are still being taught by LTLs or visitors.

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

S & W — Recurring Yes $$: 60,000
Non Recurring Select Yes/No $$: Click here to enter amount.

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

Equipment — Recurring 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?

TT to teach courses in Analysis/Discrete math.

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

| TASK FORCE COMMENTS AND/OR QUESTIONS: |
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

**Overall disconnect between high school preparation and college expectations.**

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

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

19. What is your timeline for accomplishing this goal?

**3-5 years**

Dates: Having low success rates in these courses has been a long standing problem. It will not be easy to raise these rates.

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

1. Enter a unit goal:

Improve student achievement in calculus for science and engineering (MA 16500 & MA 16600).

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: Goal 3 is combined with Goal 2 above.

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

Click here to enter text.

| 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:**

__________________________________________
Goal 4

1. Enter a unit goal:

   Increase by 50% student enrollment in honors courses delivered by the Department.

2. Status of goal:

   ☐ Completed   ☒ Eliminated   ☐ Modified   ☐ In Process   ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

   ☐ No funding for supplies and expenses   ☐ Priorities shifted
   ☐ No funding for salary & wages   ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment
   ☒ Other: We developed two Honors courses, MA 103H and STAT 125H, but the student demand didn’t materialize. Although there are many Honors Eligible students in the College of Education, there was no enrollment in the Honors MA 103 section. The initial enrollment in STAT 125H was 10 students in Fall 2014 and only 3 students in Fall 2015 (we had to combine an Honors and regular sections together). Our long standing Honors Calculus sequence MA 165H/166H continues to draw good enrollment.

   **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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</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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<tr>
<td>Goal does not align with the University's goals.</td>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    Click here to enter text.
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<td>and quantitative measurement is included).</td>
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<th>TASK FORCE COMMENTS AND/OR QUESTIONS:</th>
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12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

   Click here to choose.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

   CUL - # of positions needed  
   Benefited  
   Select Yes/No

CUL - # of positions needed  
Benefited  
Select Yes/No

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

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.
RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

   Click here to choose.

   Dates:   Click here to enter text.

RUBRIC

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

TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 5

1. Enter a unit goal:

   Increase by 30% number of graduate students in the Mathematical Sciences (includes MS programs in mathematics and applied mathematics, MAT program, and graduate certificate in statistics).

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>
<td>Choose an item.</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?
As forecasted by the Regional Intel Report by the CRI. “Approximately 17% (nearly 3,600) of regional openings over the next decade will be in analytical fields –potential connections to growth areas like Big Data, fraud prevention, market research, etc.”, we anticipate that the NE Indiana regional needs for advanced graduate work in applied mathematics and applied statistics will increase. Since IPFW has the only graduate program in NE Indiana, we believe that increasing graduate enrollment directly support the Plan 2020 mission statement.

Moreover, recent enforcement of HLC qualification for concurrent enrollment instructors creates a significant challenge in delivering the School-Based program classes. Increasing educational opportunities at the graduate level is of highest priority.

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

Tenure track hire in Statistics allowed to increase the offering of STAT 516, 517, 520 to once a year from once every other year.

We have hired Charles Burd (for the equivalent of a 1 course GTA) to revise the departmental web site, which includes specific attention to the grad part of the site. We anticipate this will help with recruitment.

We have increased enrollment of international students in the program (Hanah Alyami, Dalal Alsahati, Guchen Liu, Ningle Lei, two applicants from Saudi Arabia in process).

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

We plan to offer graduate hybrid or online courses to address the HLC qualification requirements for dual-credit teachers.

Work with IT Services on making the web site friendly for smart phones and other mobile devices.

Explore advertising our graduate programs nationally in AMS or MAA publications.

Increase the opportunities for graduate students to work on projects within the Center for Applied Mathematics and Statistics.
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   **Enrollment in graduate level courses.**

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

   **Yes**

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

   **New Stat TT hire will allow to teach STAT 516, 517, and 520 on an annual basis.**

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

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

Click here to enter text.

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

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<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.
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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?

   **Overall climate in the State discouraging Math high school teachers to seek graduate degrees.**

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

   3-5 years

   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:
   Continue to expand reputation of department’s research groups in the region (Midwest) and internationally.

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

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

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

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

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

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

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

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

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<tr>
<td></td>
<td>Choose an item.</td>
<td>II.A - Research and collaboration</td>
<td>III.A - Collaborations and research</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>II.C - Community engagement</td>
<td>III.M.2</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>II.O.1a</td>
<td>III.O.2a</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

High

8. Why is this goal important to your unit, the university or both?
Research in mathematical sciences at IPFW has earned its international prestige over decades, and our department is in a good position to continue to impact the region and the global enterprise of scientific research. Our research programs are generally low-cost to the University, and over the past few years, both external grant funding and collaboration with local industry have increased significantly.

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?

Continue international research agreement activity;

Pursue new international research collaborations, particularly with institutions in China;

Apply for NSF and Simon’s Foundation funding for individual researchers, and for a research conference held at IPFW (continuing the Midwest Asymptotic Analysis conference series);

Pursue new contracts with local industries through the IPFW Center for Applied Mathematics and Statistics (CAMS);

The new TT hire in statistics may qualify for IPFW summer grant funding;

The new TT hire in statistics brings new connections to other universities, via his ongoing research collaborations.

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Publication counts for research, related to collaborative agreements;
Number of research visitors via the Scholar-in-Residence program;
Number of CAMS projects;
External and internal grant funding.

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

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

Yes

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

**Departmental research costs (such as travel) will continue to be budgeted as before. Grant funding will continue to be processed by IPFW Office of Sponsored Programs.**

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

**Department will continue collaborating with IRSC on various opportunities to support research of Math faculty, similar to the shared funding of a course release award for Prof. Zhang to facilitate her work on continued NSF funding.**

**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.

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<th>Resource</th>
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<th>Non Recurring</th>
<th>Amount</th>
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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.
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?

Some current faculty may retire within the next decade; to avoid a decline in the quality and quantity of our research, it will be important to replace them with tenure-track, Ph.D.-qualified faculty with potential for excellence in research and an interest in service to the region. The academic job market makes this easier in some areas than others (in statistics/actuarial sciences, we are competing with industrial and government employers).

19. What is your timeline for accomplishing this goal?

3-5 years

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

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

2. Status of goal:

  ☐ Completed       ☐ Eliminated       ☐ Modified       ☐ In Process       ☐ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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

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

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

Click here to enter text.

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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.

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

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

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

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Task Force Comments and/or Questions:

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

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Task Force Comments and/or Questions:
19. What is your timeline for accomplishing this goal?

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Dates:  Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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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?

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<tr>
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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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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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<td>Click here to enter text</td>
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$\$: 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>
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<th>Budget plan is included but is not clearly stated.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Click here to enter text.

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<th>Challenges are listed but they are not clearly stated.</th>
<th>Clearly stated challenges are included for this goal.</th>
</tr>
</thead>
</table>

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

Click here to choose.

Dates:  Click here to enter text.

<table>
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<td>Some of the performance measures include time frames.</td>
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<tr>
<td>All performance measures include time frames.</td>
</tr>
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</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></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</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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<tr>
<td>2nd</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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<tr>
<td>3rd</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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</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? | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

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

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

Other: Describe:   Click here to enter text.
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 - #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>
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<tr>
<th>1(^{st}) Plan 2020 Goal</th>
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7. Is the unit goal a high, medium or low priority?

Click here to choose.

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

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

Click here to enter text.

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

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?

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

   Benefited   Select Yes/No

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

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

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

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

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

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

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

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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:**