Task Force: The unit needs to define exactly how a new assessment plan would be initiated (gathering data and its use to enhance student outcome). The new degree could be fruitful, but is seemingly not possible without additional lab coverage. There needs to be a clear framework as to how additional faculty/student research would be structured (student work study, grants, etc.) and a possible costs/rewards assessment.

Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. The work of the Chemistry Department is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

Criterion: #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

Question: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

The IPFW Department of Chemistry engages its students with the body of knowledge that is the modern Chemical Sciences, encouraging them to become both critical thinkers and participatory members of the local, national, and global society. This engagement fundamentally rests on the scholarly vitality of the department's faculty as teachers, as mentors and advisers, as researchers, as participants in our local community, and as members of a world-wide scientific community. In addition to guiding and challenging a range of students – chemistry majors, students satisfying General Education requirements, and students for whom Chemistry is an important supporting discipline – to optimize their critical thinking skills, the course of study in the Department of Chemistry also forms the foundation for a career as a chemical professional and for advanced study in both graduate and professional schools.

Criterion: #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

Question: I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.
CHEM Chemistry

- Changes to chemistry seminar course (CHM 496-497) which will provide data for revised departmental assessment plan (e.g. requirement of the Diagnostic of Undergraduate Chemical Knowledge examination effective 2014-2015)
- Requirement starting Fall 2015 of department Freshman orientation course (CHM 19400) which will also play a role in revised departmental assessment plan
- Development of inorganic chemistry lab component for CHM 241 (formally CHM 218 when no lab component); CELT Development Grant obtained by D. Linn for video-logging new experiments
- Offering of CHM 533 (Biochemistry I) by M. Qasim as independent study to 9 students in past spring semesters (Face-to-face 533 taught in Fall)
- One Co-op student who participated in each of the past three semesters
- Performance by students on ACS standardized exams (General Chemistry and Organic Chemistry) administered as final exams consistently yielded students’ performances which, on above, exceeded national means
- One chemistry major did Honors project presentation with chemistry faculty (R. Duchovic)
- One faculty member (V. Maloney) had 2 chemistry majors with H-options in class
- Work continuing on development of a B.S. biochemistry degree program
- ‘Flipped classroom’ format for organic chemistry CHM 255/256 (V. Maloney): although DWF rates were similar to previous years of ‘non-flipped format’, persistence rate slightly higher in ‘flipped’ format
- CHM 280 changed to an online course (D. Linn)
- One faculty (R. Friedman) did 2 presentations at Fort Wayne Boys & Girls Club
- Department participation in CTE/STEM EXPO sponsored by the Office of Diversity and Multicultural Affairs (multiple years)
- Department participation in Upward Bound summer programs (multiple years)
- Department participation in New Tech Showcase at IPFW
- Multiple chemistry graduates accepted into medical, pharmacy, graduate schools
- One chemistry alumnus selected as one of the best Fort Wayne MD’s and appeared on cover of Fort Wayne Magazine
- One chemistry alumnus joined Fort Wayne Gynecologic Oncology Center
- Based on most recent department alumni survey, 90% of the respondents believed that they received a quality degree from IPFW; 79% believed that their study of chemistry at IPFW adequately equipped them for their present position; and of those who performed undergraduate research, 97% agreed that undergraduate research was beneficial to their careers.

Question: II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.
Students participating in undergraduate research with CHM faculty:
past three and half years: 31, 20 (in 2012) and 14 (in 2011) students respectively
Six undergraduate student co-authors with chemistry faculty on publications
Multiple presentations by students at undergraduate research conferences (27 in past three and half years)
- Student winner of IPFW Sigma Xi undergraduate research award
- Student winner of ACS Local Section Undergraduate Award
- Faculty and staff active as judges, administrators, coordinators of IPFW Science Olympiads, NE IN Regional Science Fair & Tri-State Regional Science Fair, First Lego League competition, local ACS Section events, ACS High School Scholarship test, ACS Chemistry Olympiad, Science Central (Lunch with a Scientist), IPFW Sigma Xi judge, judge at IPFW Research & Creative Endeavor Symposium
- One staff member (K. Saylor) serves as chair of Allen County CERT Communications Committee
- One faculty (E. Tippmann) member interviewed by local TV on science news stories
- 25 Publications (peer-reviewed) by faculty in past three and half years
- 38 Faculty conference/local presentations
- Research article (S. Stevenson) featured in Chemical & Engineering News; another featured on cover of the Journal of the American Chemical Society
- Publication of three textbooks by faculty {R. Friedman (2), R. Duchovic (1)}
- K. Ericson: grants/TAAs/contracts totaling $107,000
- S. Stevenson: $278,000 NSF Grant; $94,000 NIH Grant
- Multiple IPFW/PRF Summer Faculty Research Grants by TT-faculty

**Question:** III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.

- V. Maloney – on leadership board for cCWCS Organic Education Resources website
- M. Columbia – two ferric gum photographs displayed at two local art exhibitions; presented 2 experimental demos of chromoskedasic painting to honors chemistry class at South Side High School

**Question:** IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

- Accreditation by American Chemical Society of B.S.C degrees
- Modifications of organic chemistry laboratory to accommodate 45 more students
- S. Stevenson fullerene reactor relocated to lab in KT
- Over $6500 awarded in department scholarships to chemistry majors for 2014-2015 academic year alone
- Establishment of Ken Stevenson Memorial Scholarship

**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.
Faculty honors: S. Coburn - membership as a Fellow in the National Academy of Clinical Biochemistry; S. Stevenson – 2014 Pippet Science Research Scholar Award, IPFW 2014 Outstanding Research Award; R. Duchovic – CELT Teaching Fellow; A. Friedel – Chancellor’s Medal (2012); M. Kimble – 2011 ‘Chemist of the Year’ from Local ACS section

Multiple peer reviews by faculty of research manuscripts, chapters and grant proposals (74 the past three and half years); additionally, S. Stevenson NSF panelist reviewer for proposals

A. Friedel: work on IPFW 50th Anniversary Celebration Committee

Dual credit offerings at Snider (CHM 115), Northrop (CHM 111 & CHM 115), Leo (CHM 115), Homestead (CHM 111) high schools

Department continues to be in compliance with necessary safety standards for recertification by PUWL

Several local high school students have undertaken research with Chemistry faculty

Criterion: #3: Accreditations - Program specific accreditation and status

Question: Accreditations - What program-specific accreditations and status do you have, if any?

- Certification of B.S.C. degrees (both B.S.C. and B.S.C. biochemistry option) by the American Chemical Society

Question: Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?

- Benefits: According to the ACS Committee on Professional Training, the ACS ‘promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs’ and an ACS-certified degree ‘signifies that a student has completed an integrated, rigorous program’ and ‘gives a student an identity as a chemist and helps in the transition from undergraduate studies to professional studies or employment.’

- Constraints: (a) The number of contact hours for faculty must not exceed 15 contact hours per week (on average in any given academic year). Here, a three hour lab/week counts as 3 contact hours. (b) The number of students in an instructional lab should not exceed 25. (Note: departmental 100-level labs routinely surpass 25.)

Criterion: #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

Question: Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

- State mandated and university-wide General Education requirements

Question: Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

Criterion: #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.
**Question:** Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

- Report writing

**Criterion:** #6: IR and Budget Review - Review of your department profile and budget

**Question:** Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: [http://www.ipfw.edu/offices/ir/profiles/](http://www.ipfw.edu/offices/ir/profiles/)

- The significant decrease in the number of A.S. Chemical methods degrees reflects the fact that analytical chemistry is no longer a requirement of B.S. Biology majors. Previously, Biology majors were required to take analytical chemistry and therefore automatically satisfied all the A.S. Chemical methods degree requirements as part of their B.S. Biology requirements.

**Criterion:** #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

Aligns with I.A.1

High Priority

2. Comment on the goal's measures:

Actions: Stated to develop assessment plan through department and college review.

Metrics- Stated metrics through implementing assessment plan.

Comment: Not defined as to what assessment plan is to be and what is to be measured once implemented.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Stated resources are available.

4. Comment on the goal’s relevance:

Relevant if related to retention and graduation.

5. Comment on the timeline of the goal:

Stated implementation by Fall of 2015

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

Development of a revised departmental assessment plan

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.A.1 Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- Develop by departmental Curriculum & Assessment Committee
- Approve by departmental faculty
- Seek approval at College (COAS) and higher levels
**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Implementation of revised assessment plan

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

N/A

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Expect implementation Fall 2015

**Criterion:** #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

Aligns with I.B.3, I.E.1, I.E.4 and IV.B.4

High Priority

2. Comment on the goal's measures:

Actions: Stated that degree will be developed then approved by department and College.

Metrics: Measured through implementation and enrollment numbers

Comment: Actions and Metrics are not specific. Not clear as to need for degree.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Stated that resources are not available. Because six 100 level labs will have to be covered by faculty teaching new degree labs, department will need additional LTLs or a CL.

Challenges: To find qualified Lab teachers and approval of degree through campus channels.

4. Comment on the goal’s relevance:

Report makes it difficult to ascertain the need for the new degree.

5. Comment on the timeline of the goal:

Stated that degree will be implemented by Fall of 2016.

Comment: Unless degree and funding for additional faculty are underway, it is unclear as to whether degree could be implemented in the stated timeline.

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

Development, approval and offering of a B.S. in biochemistry degree program

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- I.B.3 Expand number of degree programs that have gateway courses.
- I.E.1 Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.
- I.E.4 Promote majors and programs with strong job placement opportunities in the region and beyond.
- IV.B.4 Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation.

**Question:**
Question: Actions - What action(s) does your unit plan to take to support this unit goal?

- Develop by departmental Biochemistry Committee
- Approve by departmental faculty
- Seek approval at College (COAS) and higher university, etc. levels

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Approval of degree program and subsequent enrollment numbers

Question: Resources - Are you able to accomplish this unit goal with your current resources?

No

Question: Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

Degree program introduces 12 contact hours of new lecture/lab courses to be taught annually by full-time faculty. Therefore, full-time faculty will not be able to teach as part of their load the equivalent of six 100-level labs per year (2 faculty contact hours/lab). Will therefore need LTL (or CL) staffing of six 100-level labs per year.

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

- Finding qualified limited term lecturers.
- Approval of degree program by channels external to department.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Seek implementation of degree offering Fall 2016.

Criterion: #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.
1. Comment on the specificity of the goal:

Aligns with II.B, III.A.

High Priority

2. Comment on the goal's measures:

Actions: Clearly stated actions to achieve stated goal.

Metrics: Clear means of measuring goal.

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

Stated resources are not all available; S&E monies would have to be sufficient to cover several actions steps.

Challenges: Stated “Working and well-maintained research implementation within the department” The statement is unclear.

4. Comment on the goal's relevance:

Seems relevant to 2020 goals II.B and III.A

5. Comment on the timeline of the goal:

None given (N/A). Seems like it would be more an ongoing timeline.

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

Increase quantity and visibility of faculty and student research activities

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- **II.B** Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.
- **III.A** Expand meaningful collaborations and research opportunities with regional, national, and global partners.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
1. Introduce chemistry majors to faculty research projects as part of required (starting Fall 2015)
   CHM 194 course
2. Formalize in CHM 496-497 syllabus the possibility of students using their CHM 499
   undergraduate research projects as their topic for oral/written 497 presentations
3. Make departmental scholarships available to students enrolled in CHM 499
4. Provide monies for departmental faculty and students to present research at conferences
5. Provide monies for invited seminar speakers who are potential faculty research collaborators
6. Provide undergraduate research students the opportunity to evaluate their experience by way of
   a survey/questionnaire in hopes of improving the faculty-student research experience

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Faculty and student scholarly products, including manuscripts and conference presentations
- Numbers of students participating in CHM 499 projects
- Internal and external academic collaborations of faculty
- Regional, national, and global collaborations of faculty

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Need ensure sufficient S&E for action items 3, 4 and 5 above

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Working and well-maintained research instrumentation within the department

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A (but dependent in part on previous two boxes)

**Criterion:** #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

Aligns with goals I.D.3 and I.D.4; Medium Priority

2. Comment on the goal’s measures:

Actions: Two actions points seem new and two points seem like they are already being done.

Metrics: Metrics seem very similar to Actions, one metric is to continue what is being done.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Stated not available resources. Contingent on keeping faculty lines and Student Life funding for Women in Science (WIS) Club.

Challenges: Contingent on keeping Upward Bound program at IPFW and success of WIS club.

4. Comment on the goal’s relevance:

Seems relevant to 2020 goals.

5. Comment on the timeline of the goal:

Split timeline: Diversity in faculty depends on faculty retirement rate; Spring 2016 for Women in Science Club on campus.

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

Increase diversity within chemistry department

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- **I.D.3** Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups.
- **I.D.4** Recruit and retain a diverse faculty and staff at all institutional levels.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
1. Collaborate with other departments and Student Life to develop a Women in Science (WIS) club on campus open to both faculty and students
2. Offer departmental scholarships to chemistry majors of historically under-represented groups.
3. Continue to support & participate in summer Upward Bound program
4. Continue to invite seminar speakers of faculty from historically under-represented groups

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- **I.O.4b** Meet OIE goals for faculty hires
- Numbers of chemistry majors, department scholarship recipients & seminar speakers from historically under-represented groups
- Participation in Upward Bound
- Development of & participation in Women in Science club

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

- Retention of current number of faculty lines when next retirement occurs in department
- Student Life funding for WIS club

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

- Continuation of Upward Bound summer program at IPFW
- Willingness of other departments and Student Life to create and participate in WIS club

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

- With regard to diversity in faculty lines, this depends on time of next faculty retirement
- Will investigate creation of WIS club beginning spring 2015 with hopes of creation of Club by spring 2016

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

N/A
Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

N/A

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

N/A

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

N/A

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

N/A

Question: Resources - Are you able to accomplish this unit goal with your current resources?

N/A

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

N/A

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A

Criterion: #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?
Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Criterion: #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Criterion: #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?