Task Force: Thank you for the work that went into this report. Through the USAP process, we are working to create at IPFW a culture of continuous improvement, and we think that setting specific and measurable goals is an important part of getting individuals and units at IPFW to think differently about planning and the future.

**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 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.

**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.
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.

- 2 books, 26 refereed publications, and 62 presentations;
- Externally supported research by NSF and Simons Foundation;
- Three International Agreements with the Institute of Mathematics at the Ukrainian Academy of Science, the Institute of Mathematics and Informatics at the Bulgarian Academy of Sciences and the Zhejiang Normal University in China;
- Prof. Natalia Zorii from the Ukrainian Academy and Prof. Peter Boyvalenkov from the Bulgarian Academy visited IPFW in May 2014 as Visiting Scholars; Prof. Yifei Pan visited Zhejiang Normal University in January 2014 and Prof. Peter Dragnev visited the Bulgarian Academy of Sciences in June 2014;
- Prof. Yang Liu (supported by the Chinese side) is in residence at IPFW during the 2014-2015 academic year as a visiting researcher collaborating with Prof. Yifei Pan;
- Three regional conferences were hosted as a recognition of the Department’s 50th Anniversary: MAA Indiana Section in April 2014, Midwest Workshop in Asymptotic Analysis in September 2014, and the Midwest Graph Theory Conference (MIGHTY LVI) in October 2014;

Every spring, to promote undergraduate research, the Department holds a well-established Pi Mu Epsilon research competition.

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.
As a result of the 2008-2009 self-study, to serve better and engage more fully with the local economy, in July 2013 the department launched the Center for Applied Mathematics and Statistics. The Center was one of the first two in the Purdue System to negotiate and successfully complete an Applied Research Project with a globally positioned local company. It also negotiated and delivered a Statistics training to the Planning Department of the Allen County administration, negotiated a TAP project for USSI, Columbia City, and is in the process of negotiating with a construction company and a business analytics company in Fort Wayne and a trailer manufacturer in Columbia City;

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 faculty professional development;

Sponsored Mathcounts, one of the Department’s signature engagement projects, for the kth consecutive year. Mathcounts, 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). The last two years the proctoring and grading have been done in partnership with Raytheon.

**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.

**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

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

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

- Classification by the Society of Actuaries as an undergraduate-introductory program.

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

Benefit – IPFW is the only program with such classification in NE Indiana;

Constraint – it requires the delivery of Exam P and Exam FM courses every year, contributing to a need for new TT line in Statistics and a full-time role for the Actuary-in-Residence.

**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?
**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.

**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/

**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:

Well written.

2. Comment on the goal's measures:

Clear metrics for success with this goal, though these metrics are related only to the first part of the goal (increase numbers of degrees granted), not the second half of the goal, related to the program classification by the Society of Actuaries.

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

It is not clear if this goal can be achieved at all, or if it will take longer, without a new faculty member. QUESTION/SUGGESTION: Please clarify for the future what you are able to accomplish for this goal with and without a new hire.

4. Comment on the goal’s relevance:

Relevant.

5. Comment on the timeline of the goal:

Three years seems realistic.

**Question:** Unit Goal - What is your 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.*

**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.

Foster Student Success-1600 baccalaureate degrees awarded annually.

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

I.M.1 Retention and graduation rate

I.O.1a 30% graduation rate in 6 years

I.O.1b 1,600 baccalaureate degrees awarded annually

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

High
MA Mathematical Sciences

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

- **Action Step 1.** Continue to expand number and frequency of course offerings in statistics and actuarial science.
- **Action Step 2.** Continue and expand recruitment efforts in dual credit precalculus and calculus courses.

**Question:** Metrics - 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. There are currently 45 students majoring in the three options, up from 19 in 2006-2007. Three-year goal of 61, five-year goal of 70.

**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?

- Actuary in residence expanded from quarter time position to full time Clinical Instructor Appointment.
- Tenure track hire in Statistics, so actuarial program courses STAT 516, 517, STAT 520 be delivered yearly, instead of biennially. (This line is the same one referenced in our goals of increasing graduate and honors enrollments).

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

- The Department needs to develop three to five professional actuarial exam preparation courses.

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

- Three to five years.

**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:

This goal is well written and well conceived and has the potential to have a strong impact on overall graduation rates.

2. Comment on the goal’s measures:

Actions and metrics are good; please provide baseline numbers and target numbers to help contextualize and clarify your plan.

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

It is not clear if this goal can be achieved at all, or if it will take longer, without a new faculty member.

QUESTION/SUGGESTION: Please clarify for the future what you are able to accomplish for this goal with and without a new hire.

4. Comment on the goal’s relevance:

Highly relevant

5. Comment on the timeline of the goal:

Please clarify timeline for particular steps.

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your 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.*

**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.

Foster Student Success: 30% graduation rate.

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

I.M.1 Retention and graduation rate

I.O.1a 30% graduation rate in 6 years

I.O.1b 1,600 baccalaureate degrees awarded annually

**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?


Action Step 2. Increase student engagement with department faculty and tutors in the MATH Mall and CASA.

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).

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

Track changes in DFW rate in STAT 12500, MA 14000, MA 15300/15400/15900, MA 16500/16600, MA 22700/22800, and MA 22900.

Track number of student visits to the MATH Mall and CASA, as well as usage of videos.

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?

Replacement line in analysis/discrete math to have all calculus and above courses taught by PhD qualified faculty (see also graduate program 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?

Three to five years.

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.

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

Your stated goal is more ambitious than the action steps you list. SUGGESTION: Consider revising the stated goal as follows, to match your proposed actions: “Measure student achievement in calculus for science and engineering (MA 16500 & 16600) and develop a plan for improvement to improve student achievement.”

2. Comment on the goal's measures:

Changing the goal to match the action steps will also enable you to create metrics that are tied to those actions, likely “yes/no”-type questions, given that you will not yet be at the point of measuring improvement, but setting baselines and creating a plan.

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

Not clear

4. Comment on the goal’s relevance:

Relevant

5. Comment on the timeline of the goal:

No timeline provided. If revised as recommended, this goal would take less than a year. The unit could then return to the subject later to create a future goal focused on improving achievement, and measuring that improvement.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

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

**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.

Foster Student Success: Achievement of Learning Outcomes.

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

I.M.1 Retention and graduation rate

I.O.1a 30% graduation rate in 6 years

I.O.1b 1,600 baccalaureate degrees awarded annually
**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?

**Action Step 1.** Develop and administer comprehensive exam in all on campus, online, and school based sections in the 2014-2015 academic year.

**Action Step 2.** Analyze results to determine consistency of achievement across and within delivery modes, and identify focus areas for instructional reform.

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

Information gathering year. Metrics established for 2015-2016 following analysis of data.

**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?

Both development of the instrument and method of analysis will be challenges. Physical collection of data will be challenging due to differences in IPFW and school corporation calendars.

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

**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:

Good: clear and specific goal.

2. Comment on the goal's measures:

The metric provided is connected to action step 2. Please provide a metric connected to action step 1 (likely a "yes/no"-type question related to whether the action has been completed).

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

It is not clear if this goal can be achieved at all, or if it will take longer, without a new faculty member. QUESTION/SUGGESTION: Please clarify for the future what you are able to accomplish for this goal with and without a new hire.

4. Comment on the goal's relevance:

Relevant to Plan 2020 goals.

5. Comment on the timeline of the goal:

Needs timeline.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

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

Foster Student Success: Honors program.

I.B.2. Expand impact and profile of Honors Program.

I.M.6 Honors Program

I.O.6a 250 enrolled

**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?
MA Mathematical Sciences

Action Step 1. Develop honors calculus for Life Science and Business majors (MA 22900H).

Action Step 2. Explore demand for honors statistics courses for life sciences STAT 24000H and STAT 34000H by offering H-option alternative; develop courses later.

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

Track enrollment in existing Mathematical Sciences courses, the honors Calculus sequence MA 16500H and MA 16600H and the general education statistics course STAT 12500H.

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?

Tenure-track line in Statistics (see Goal 1).

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: #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.

Task Force: (Goal 5 is missing but there’s a goal six)

Metrics are provided for a missing goal.

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.
Promote the Creation, Integration, and Application of Knowledge: External academic collaborations.

II.A. Project future regional, national, and international demand for research and collaboration.

II.M.3 Internal and external academic collaborations

II.O.3a Minimum of 20 high impact interdisciplinary/team projects across programs, with colleagues at other universities, and with community partners on-going at any point in time

**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?

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

Increase from three (Institute of Mathematics at the Ukrainian Academy, Institute of Mathematics and Informatics at the Bulgarian Academy Sciences, Zhejiang Normal University) to five.

**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:** #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.

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

The goal and action steps need some further clarification. It appears from the single action step that the goal is to create new programs/certificates, but the stated goal is to increase the number of graduate students overall, including both those in the already existing programs and those (presumably) in the new programs to be created. Creating action steps to support both parts of the goal is advisable.

2. Comment on the goal’s measures:

No metrics provided.

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

It is not clear if this goal can be achieved at all, or if it will take longer, without a new faculty member.

QUESTION/SUGGESTION: Please clarify for the future what you are able to accomplish for this goal with and without a new hire.

4. Comment on the goal’s relevance:

Relevant

5. Comment on the timeline of the goal:

Please clarify timeline to provide checkpoints for particular parts of the goal.

**Question:** Unit Goal - What is your 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).*

**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.

Create a Stronger University – 1,000 graduate students

**IV.B.1.** Resource allocation prioritization informed by performance metrics.

**IV.M.1** Reallocations as a percent of general fund budget

**IV.O.1a** Constant enrollment of 9,000 undergraduate and 1,000 graduate degree seeking students.

**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?
Action Step. Work with the Doemer School of Business and ETCS to develop interdisciplinary certificates/degrees in the areas of financial mathematics, control theory, and image/signal processing.

**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?

- Fill in a replacement line in analysis/discrete math (see Goal 2).
- Tenure track hire in Statistics, so graduate certificate courses STAT 512, 514, 519, 520, 528 be delivered yearly, instead of biennially (see Goal 1 and 4).

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

- Overall climate in the State discouraging Math high school teachers to seek Masters education.

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

- Three to five years.

**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.
#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?
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

MA Mathematical Sciences

**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?
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?