Program Summary

Task Force: Goal #4 has the potential to have high impact for PLAN 2020.

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)

We fully support the IPFW mission and vision. The mission of the Department of Organizational Leadership and Supervision (OLS) is to integrate theory and practical application in developing leaders for roles in the dynamic organizational environment of the 21st century. Through this mission we contribute to the intellectual, social, economic, and cultural advancement of our students and our region. OLS fulfills the IPFW and department mission by providing an interdisciplinary curriculum that emphasizes understanding of people, groups, and the global community within an organizational framework. We strive to develop students’ creativity and competence in the administration of human resource systems, team design and facilitation, and the influencing processes that define leadership. Faculty contribute to the field and the classroom by engaging in scholarly activity and providing expertise on leadership and human resource issues to organizations in northeast Indiana.

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.
· Graduation rate of 29% for 2013 (second highest in ETCS)
· Persistence rate of 84.67% for 2013 (among the higher ratings in the college)
· OLS faculty recognized for teaching expertise (Mack Fellow, FACET peer reviewers)
· Interdisciplinary honors course including two OLS faculty approved
· Faculty involved with service learning, teaching scholarship
· Three OLS courses accepted for General Education
· Capstone course for the OLS master’s developed, providing students with another option to complete the program. A backlog of students graduated as a result.
· Program assessment conducted each year following the department assessment plan
· Three faculty members with academic and work experience hired into existing positions, bringing new perspectives and contributing to ETCS OIE goals.
· Concentration options linking the OLS bachelor’s to career goals updated

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.

· Faculty presentations at regional, national, and international conferences
· Faculty publications in peer reviewed journals and as book chapters
· Faculty on editorial boards of international journals; one editor-in-chief of an international journal
· Master’s students conduct applied research in regional organizations as part of their capstone course or as individual projects

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.
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· Master’s in Organizational Leadership serves students and organizations in the region, and remains the only leadership master’s in the Purdue system

· Applied Leadership program offered to business leaders through Continuing Studies developed and facilitated by OLS faculty

· Faculty provide training and consultation to regional organizations

**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.

Metrics used to conduct annual program assessment and assessment of General Education courses

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

Continue to develop and refine courses that are theoretically grounded with practical application to a global workplace

Continue to prepare both non-traditional and traditionally aged students with skills and knowledge that will help them be successful while at IPFW and in their careers

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

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

Our program does not have an accrediting body.

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

**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?
Our program does not have federal/and or state laws or mandates beyond those required of the university.

**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.

- The number of impromptu report requests received often feel like inefficient use of time and people. This is exacerbated when each format differs and may require using a different data entry system or wrestling with a poorly constructed template.

**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/

- Our data show decreasing enrollment numbers among undergraduate students. This concerns us, and we continue to explore how to increase our recruitment and retention, despite more competition in the region touting “leadership” programs. We recognize our enrollment has always fluctuated with the economy, since many of our students are non-traditional and may stop out at times. High school students rarely choose our department; rather, on-going students find us once they are here and are considering a different major. Part of that is the nature of our program; another is we lack name recognition among new freshmen. We have considered more outreach or marketing for that population, but we lack the resources (financial and human) to invest in that endeavor. The 2013-14 year was our first year in over a decade without a professional advisor in the department. While other faculty have picked up more advising responsibilities, there are nine of us to advise over 300 majors. Given those numbers, faculty lack the time to do the “above and beyond” advising work, such as reviewing files to identify non-returning students and contacting them about continuing their education. We have not yet determined how to compensate for that limitation of resources.

**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:

This goal is specific.

2. Comment on the goal's measures: Question: What are the current numbers? Increase to a level of 80-100%? It would be difficult to say when this goal is achieved based on the metrics described here. We recommend that you set clearer quantitative measures.

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

Unclear if you can achieve this goal. You state that you would need additional resources (staff) and clarity about assessment reporting. Suggestion: One possibility would be to work with the new Assessment Director. You also stated that you have limited faculty time, challenging assessment culture, difficult time encouraging LTL’s to follow assessment plan. What can you do to encourage them and change the culture?

4. Comment on the goal’s relevance:

Goal is relevant to Vision 2020.

5. Comment on the timeline of the goal:

Unclear - Recommend breaking the action steps down and putting timelines to each of those steps.

Possible opportunities for collaboration or suggestions for addressing a gap:

Collaborate with the new Assessment Director.

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

Unit goal: Improving the implementation of the OLS assessment plan processes

**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

I.A.2

Use assessment data to improve student learning

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

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

Develop a systematic routine to gather course artifacts on a regular basis, and use the assessment results for course improvement.

Review the current exit survey and determine how to increase the response rate so we can use the data more effectively.

Organize an LTL retreat before the beginning of the fall semester to reinforce and clarify their role in assessment.

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

Under the new systematic process, increase the data collection each year by 80-100%.

Increase use of data for course improvement by 80-100%.

Increase exit survey response rate by 50%.

Have 80-100% of the LTL’s attend retreat

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

By re-apportioning faculty time away from other projects, we can accomplish this goal. However, we could be more consistent in that endeavor with additional advising support.

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

A part time student worker or clerical staff member to assist with data collection reminders and coordination.

Clarity at the university level about assessment reporting and feedback.

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

Limited faculty time (time given to this is taken away from something else)

Changing the culture to integrate continuous data collection and application of results

Encouraging LTLs to follow through with this additional responsibility when they are paid so little

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
1 year to begin; 2-3 years to change the culture

**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:**

   The goal proposed is too broad/general and we recommend that the focus needs to be narrowed. Define “high impact learning”. Question: We are unclear how persistence rates connect to high impact learning – clarify.

2. **Comment on the goal's measures:**

   The graduation rate could be its own goal – break it down that way. How many faculty will you assess going to events, presenting at teaching conferences, or publishing? Specific numbers needed.

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

   Unclear if unit can achieve this goal. Funding is being requested for professional development, data collection of exit survey, and resources towards advising.

4. **Comment on the goal’s relevance:**

   This goal is relevant to PLAN 2020.

5. **Comment on the timeline of the goal:**

   Unclear – needs specific dates. When is the program review?

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Suggestion: Collaborate with Career Services for the exit survey – first destination survey.

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

Develop effective leaders for the region/state via high impact learning

**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.E.2

Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects
**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

This is a high priority

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

- Do an alumni survey to help assess effectiveness of learning in the degree program.
  - For example: Ask current job title and description, how the OLS degree has impacted their careers, and how they apply knowledge and skills learned to their work.

- Track graduation and persistence rates at 6 years.

- Periodically do an independent review of our teaching methods for impact.
  - Bring in educators from other programs to examine our classes and methods and use feedback to improve the program.

- Encourage faculty to attend teaching workshops, implement high impact teaching practices, present at teaching conferences, and publish in teaching journals.

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

- Increase 6 year graduate rate to 30-32% in two years

- Percentage of alumni reporting effectiveness of OLS program: at least 80%

- Review of independent reviews show “high” or better ratings for teaching impact; use feedback to bring any factors not meeting that level into that range by the next review

- OLS faculty annually attending CELT or FACET events, presenting at teaching conferences, or publishing in teaching journals

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

- Faculty are encouraged to attend on-campus and local teaching events to enhance skills and knowledge regarding innovative teaching techniques.

- Faculty are committed to keeping the curriculum relevant and current to prepare graduates for careers. For example, the OLS bachelor’s program includes a requirement for students to take either a minor or a concentration of courses that fit their career plans. We review those periodically to keep them up-to-date.
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**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

- Increased professional development funding so faculty can attend national and international teaching conferences regularly. With limited travel funding, faculty are forced to choose between research and teaching conferences, and often research conferences get priority.
- Funding, to consolidate and run data collected from alumni surveys, and to cover costs of periodic external review.
- More resources to put towards advising so faculty can devote more time to teaching innovation.

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

- Faculty time to devote to these actions.
- Ensuring a good rate of return on alumni surveys.

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

- Alumni survey and faculty involvement in CELT and FACET in year one. Teaching presentations and publications beginning in year one. Graduation rate increase over 2 years. External review conducted with next program review.

**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: This goal is specific.

2. Comment on the goal’s measures:

Question – What is your baseline?

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

Goal is dependent on funding conference attendance and getting presenters to turn presentations into publications. Question: How will you encourage Faculty to set these scholarly goals?

4. Comment on the goal’s relevance:

This can also be tied to the PLAN 2020 Outcomes - · 100% of faculty with research assignment meet departmental expectations – Under Promote the Creation, Integration, and Application of Knowledge.

5. Comment on the timeline of the goal:

Timeline is unclear.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Increase scholarly output from faculty

**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.M.1

Peer-reviewed scholarly products

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

This is a high priority

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
Encourage tenured and tenure-track faculty members to set goals for upcoming scholarly work with time line of completion. Review with chair regularly.

Seek out faculty research policies in other IPFW departments for examples and develop guidelines about research expectations for tenured faculty.

Support research endeavors through initiatives like department “brown bag” meetings for faculty to discuss research or training faculty on grant identification and writing.

Consider adding a research participation requirement to an OLS course (i.e., OLS 25200), so students would participate in research conducted by OLS faculty and get exposed to the type of research conducted in the field.

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

100% of faculty with 25% research assignment meet department expectations for scholarly results.

Identify areas of research that might result in external funding and submit at least one proposal from the department by 2016.

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

To the extent we can, we strive to fund faculty attendance at peer-reviewed conferences to present their work and encourage presentors to turn those presentations into publications.

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

Additional financial support for faculty to present their research at peer-reviewed conferences and to go to conferences or training to enhance or update their research skills (e.g., learn new methods).

Research assistant hired by the department. We have one currently; but we want to add more funding to assist with data analysis (e.g., transcriptions).

A research account for faculty to have easy access to funds for conducting research.

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

In a small department like ours, faculty must be involved in many non-research activities (e.g., advising, department and college committees, work on these goals, program assessment, General Education assessment) that take time from research and writing.

Varying speeds of the editorial review process may delay publications.

Some large research projects take longer to complete and will not yield results in a year.

Limited grant opportunities in OLS-related fields.
Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

We can begin in 2015, but will continue through the next year to accomplish some of these activities.

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:

This goal is very broad and you might consider breaking it down. The three action steps really could be three separate goals. And, then you can write the action steps for forming the advisory committee, developing a leadership event, and a marketing plan.

2. Comment on the goal's measures:

Metrics are fine – you could be a little more specific.

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

If goal is broken down into the 3 areas mentioned above, it is achievable with some funding and partnerships.

4. Comment on the goal’s relevance:

This goal is very relevant to PLAN 2020 and has the potential to make an impact.

5. Comment on the timeline of the goal: Suggestion: It would be helpful to have specific dates for each timeline.

Question: What is the timeline for the marketing piece?

Possible opportunities for collaboration or suggestions for addressing a gap:

Suggestion: Collaborate with Student Life and Leadership for the leadership event.

Question: Unit Goal - What is your unit goal?

Increase OLS contribution and collaboration throughout community at large.

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.

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.

This is a high priority.

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

- Form an advisory committee (comprised of individuals from for–profit and non-profit organizations).
- Review the feasibility of collaborating with a community partner to develop a leadership event.
- Develop a strong marketing program that yields materials for undergraduate and graduate programs and provides a strategy to increase program visibility (i.e., meet with Sean Ryan to connect with TAP projects, meet with Student Life about more involvement with their activities, engage with NIHRA to market our human resource options).

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

- Advisory committee is created and meets in 2015.
- Feasibility analysis for a co-sponsored leadership event completed in 2015-16. Marketing materials are completed and dissemination strategies started in 2015.

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

We can set the advisory board.

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

- Implementing a leadership event with an organization would likely involve some financial and logistical support from the college and campus. Financial support may be needed for marketing materials.

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

- Faculty time to devote to these initiatives.
- Willingness on the part of a potential community partner to co-sponsor an event.

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

- The advisory board can be set within a year. Developing a collaborative leadership event would take longer than one year; depending on the feasibility analysis and success of identifying a partner, 2017 or later.
**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?

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

OLS Organizational Leadership and Supervision

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?