We think it should be SSD's responsibility along with OIE/HR to work as a team to increase compliance with mandates, regulations, and policies. To accomplish this we recommend more education and awareness for the campus. Many people may have no idea of what accessibility and accommodations mean. It might be less intimidating with more education and communication. Thank you for providing this information to us.

**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)

"To ensure equal access for students with disabilities at IPFW." In accordance with federal mandates, the Services for Students with Disabilities (SSD) office has a primary mission: to ensure that all students with disabilities can freely and actively participate in all facets of university life and to provide and/or coordinate support services and programs that enable students with disabilities to maximize their educational potential.

**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.
Engagement

- Continued and increased relationships with outside agencies, including: National Multiple Sclerosis Society, AHEAD, League for the Blind and Disabled, Indiana University Anna Yoder Fund, Resource fair, Muddy River run, Special Olympics, and Easter Seals ARC.

Diversity

- Year round disability awareness programming
- Inter-unit consultation I.E Writing center, ASC, AA/EOO, ODMA, DOS, Academic Units, HR
- Institution wide web accessibility project (established in 2013) in collaboration with OIE, and ITS.

Student/Faculty Interaction

- Student coaching on self-advocacy.
- Met with faculty both departmentally, and individually to assist in developing models for universal instruction.

Assisting Students with Motivation for Graduation

- Over 7500 individual student appointments to discuss accommodations, Academic success meetings, and teach models for success.

Developing Academic and Social Capitol.

- Working with students to develop self-advocacy and social integration skills.
- Delta Alpha Pi Honor society

Supporting a well and caring campus

- Accessible Technology training through soft are systems
- Taught academic learning models for students with disabilities

**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.

- In the reporting time period SSD Proctored 4698 Exams
- Rendered 624 exams to alternate format
- Provided 306 Individual ADA consultations with faculty
- Provided over 7000 ADA consultations with Students
- Campus educational sessions both individual and group on issue of disability

**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.
SSD Services for Students with Disabilities

- 42 campus educational sessions were conducted to groups and individuals on campus
- Delta Alpha Pi Honor society
- Director serves as Co-Chair on the standing committee for public policy for the Association for Higher Education and Disabilities (AHEAD)
- Director serving on investigator for IU grant on Secondary to Post-Secondary education
- Director Serves on the Board of Directors for the League for the Blind and disabled
- Director Serves on the Advisory Board for The Indiana University Anna Yoder MS Fund

**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.

- Met with faculty both departmentally and individually to assist in developing models for universal instruction.
- Student coaching on self-advocacy.
- Year round disability awareness programming
- Inter-unit consultation I.E Writing center, ASC, AA/EOO, ODMA, DOS, Academic Units, HR
- Institution wide web accessibility project (ongoing in 2013) in collaboration with OIE, and ITS.
- Accessible Technology training.
- Taught academic learning models for students with disabilities
- Continued and consistent advocacy to bring the institution in to compliance with Federal statutes.

**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?

**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?
SSD Services for Students with Disabilities

- Americans with Disabilities Amendment Act
- Section 504 of the US Rehabilitation Act
- Section 508 of the US Rehabilitation Act

**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 current practice at this institution is to accommodate students after the fact. For example, if a student needs course materials captioned, at best, the captioning happens after the student complains. This is problematic on a number of fronts. First and foremost that policy in incongruent with Federal guidance and existing law on course accessibility, greatly increasing the potential risk of legal action on the part of the aggrieved student. Secondly, continuing in the example of captioning, the institution would save considerable money by developing a policy of accessibility over a predetermined period of time, purchase captioning time in bulk, and render course materials accessible in stages. Additionally, as the university has no known policy on text book, or learning software accessibility, considerable funds are spent on books that we may not be able to continue to use.

**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:**
SSD Services for Students with Disabilities

1. Comment on the specificity of the goal:

Very specific.

2. Comment on the goal's measures:

We would hope that after baselines have been established more detailed measures of progress can be accomplished.

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

Not achievable as it stands. Recommend focusing on one area at a time--ie. focus on eTexts, or exams, or handouts. We understand it all needs to be done, but would be easier to digest if broken into smaller chunks. Focus on getting all newly created content compliant rather than all previous content.

4. Comment on the goal’s relevance:

Obviously because of federal mandates, compliance, and potential fines, this is very relevant.

5. Comment on the timeline of the goal:

2018 seems very ambitious

Possible opportunities for collaboration or suggestions for addressing a gap:

CELT-to help ensure faculty are creating accessible content.

Question: Unit Goal - What is your unit goal?

Ensure accessibility of course materials. I.E Course packs, handouts, additional readings, exams.

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.A1 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.

I.B1 Increase opportunities for engaged and experiential learning including service learning and internship programs

I.B.5 Transform the concept of the college classroom and the delivery of education.

I.D.1 Develop activities and experiences that promote multiculturalism as a value.

I.D.2 Embrace a definition of diversity, which includes a broader array of human differences.

I.D.3 Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups

I.M.1 Retention and graduation rate
I.M.2 Post-graduation success
I.M.3 Achievement of learning outcomes
I.M.4 A more diverse campus
I.M.5 Signature programs

**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?

- Measure institutional compliance with ADA statues by dovetailing with the Campus Climate Study
- Lead discussion of how to address lack of course accessibility. This will be accomplished through meetings with Department Chairs and faculty members.
- Actively document and report institutional lapses in meeting responsibilities under ADA
- Research other institutional methods for ensuring compliance

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

By establishing a baseline of compliance, we will be able to define a clear process, including benchmarks to achieve institutional compliance. This can be accomplished with software systems such as Compliance Sheriff and e-measures.

**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?

Sufficient funds are currently not allocated or available to ensure accessibility of course materials. Currently the responsibility lies with the faculty and department with no resources tied to this accountability. If this method continues, a process would need to be developed where by the administration clarifies their expectations to the faculty, provides funding, and documents instances where accessibility is not achieved. If the University wishes to move accountability to SSD to render course material into accessible format(s), new positions, equipment, space and funding would be required.

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

Campus culture, administrative indifference

For the almost nine years of the directors tenure at this institution, there have been numerous meetings with both current and past higher administration to discuss our obligations under ADA, Section's 504 and 508 of the Rehabilitation Act. There have been no discernible or documentable changes in that period. Administration appears to have a longstanding implicit policy of inaction, despite the directors documentation both legal obligation and student harm.

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

After establishing baseline compliance, establish and communicate benchmarks, have all courses accessible by 2018.

**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:

Not sure how this differs from goal 1 since we are still talking about course materials

2. Comment on the goal's measures:

Could list percentage increase/or decrease. "Decrease number of course adaptations by x% in 1 year." It would be less overwhelming.

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

The challenges section notes that for nine years no progress has been made toward this goal - unless new tactics are employed then it does not seem likely.

4. Comment on the goal's relevance:

Very relevant to support this portion of the student population.

5. Comment on the timeline of the goal:

None listed. If they intended the default 1 year, that seems unlikely.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

E Learning compliance

**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.
SSD Services for Students with Disabilities

I.A1 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.

I.B1 Increase opportunities for engaged and experiential learning including service learning and internship programs

I.B.5 Transform the concept of the college classroom and the delivery of education.

I.D.1 Develop activities and experiences that promote multiculturalism as a value.

I.D.2 Embrace a definition of diversity, which includes a broader array of human differences.

I.D.3 Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups

I.M.1 Retention and graduation rate I.M.2 Post-graduation success

I.M.3 Achievement of learning outcomes

I.M.4 A more diverse campus

I.M.5 Signature programs

**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. Establish an Accessibility Committee
2. Obtain representatives from each department
3. Determine measures and methodology to achieve compliance
4. Negotiate contracts with vendors for elearning compliance
5. Develop an annual report on what steps have been taken to achieve 100% course accessibility.
6. Require all academic units to ensure that both their learning software (using VPAT scores), as well as the electronic textbooks are fully accessible.

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

1. Improved VPAT scores
2. Reduced individual course adaptations by SSD

**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?

To establish university responsibility, support, and perspective, a Chancellor/Vice Chancellor appointed and authorized committee comprised of the Director for SSD, OIE, faculty and staff to measure and report annually on the state of institutional ADA compliance.

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

Campus Culture, Administrative indifference.

For the almost nine years of the directors tenure at this institution, there have been numerous meetings with both current and past higher administration to discuss our obligations under ADAAA, and Section’s 504 and 508 of the Rehabilitation Act. There have been no discernible or documentable changes in that period. Administration appears to have a longstanding implicit policy of inaction, despite the directors documentation both legal obligation and student harm.

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

**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:

The action is "advocate" but we would recommend a more active participation in the process.

Is it the software (DotCMS) that is not compliant, or the current design? A combination of both?

2. Comment on the goal's measures:

Weak - how will the goal’s progress specifically be measured?

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

Rather unlikely - might have more success working for redesign of specific areas.

4. Comment on the goal’s relevance:

Accessibility of the campus Web site is very relevant but we question the need for a campaign to replace dotCMS.

5. Comment on the timeline of the goal:

Possible opportunities for collaboration or suggestions for addressing a gap:
**Question:** Unit Goal - What is your unit goal?

Advocate for Web software that provides greater accessibility of the IPFW website.

**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.A1** 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.
- **I.B1** Increase opportunities for engaged and experiential learning including service learning and internship programs
- **I.B.5** Transform the concept of the college classroom and the delivery of education.
- **I.D.1** Develop activities and experiences that promote multiculturalism as a value.
- **I.D.2** Embrace a definition of diversity, which includes a broader array of human differences.
- **I.D.3** Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups
- **I.M.1** Retention and graduation rate
- **I.M.2** Post-graduation success
- **I.M.3** Achievement of learning outcomes
- **I.M.4** A more diverse campus
- **I.M.5** Signature programs

**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. Continue to advise administration, and advocate with ITS to investigate new web software to replace Dot CMS, which by design is largely inaccessible.
2. Work with ITS to run programs such as Compliance Sheriff to identify non compliant programs and sites.
3. Speak to departments, programs, and staff members who have non compliant software

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

Demonstrable changes to the accessibility of the IPFW website.
**SSD Services for Students with Disabilities**

**Program Write-up with Task Force Comments**

**Indiana University-Purdue University Fort Wayne (IPFW)**

**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?

Institutional policy and procedural changes

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

Administrative indifference.

**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:

Very specific. Actions are very well thought out.

2. Comment on the goal's measures:

Appropriate measures

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

This will be tough since the program is reliant on soft money

4. Comment on the goal’s relevance:

Very relevant

5. Comment on the timeline of the goal:

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Develop a bridge program to attract, matriculate students with disabilities to increase student success, retention, and graduation rates.
SSD Services for Students with Disabilities

**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.B.4. Expand use of high-impact instructional and advising interventions.

I.B.5. Transform the concept of the college classroom and the delivery of education.

I.D.2. Embrace a definition of diversity, which includes a broader array of human differences.

I.D.3. Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups.

III.a. Expand meaningful collaborations and research opportunities with regional, national, and Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

I.e.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise.

**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?

- Secure Grant funding
- Recruit participants
- Access outcomes
- Hire coordinator

In conjunction with Career Services, partner with local and regional businesses for internships, externships, and job placement

Partner with regional school districts to attract student to IPFW

Design program

Pilot program

Measure learning outcomes

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
SSD Services for Students with Disabilities

Measure recruitment interest from students with developmental delays (DD) and other learning differences (LD)

Measure enrollment of students with DD and LD into classes

Access increased retention rate

**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?

Grant Funding

Time and Institutional support

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

Time and Institutional support

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

The pilot process is to take two years. There is a potential to receive further grant and state funding to institutionalize this comprehensive program.

**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.
SSD Services for Students with Disabilities

**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?

**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?
SSD Services for Students with Disabilities

**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?
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?
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?