University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Geosciences
Part I

1. What does your unit do and how does it support the mission of the university?

The Department of Geosciences provides lab and non-lab general education courses in the fields of geology, physical geography, oceanography, weather/climate, and astronomy. Geosciences offers a minor in geology, a bachelor of arts degree with a major in geology, and a bachelor of science degree with options in geology and environmental geology. As an IU-mission department, the Secondary Education-Earth and Space Science degree is granted through the College of Education and Public Policy.

Geosciences Faculty conduct basic and applied research into all areas of geology and related fields, publish the results of this research, and mentor students as they learn to do basic and applied scientific research. The Department performs significant outreach to local industry. Through its faculty expertise and laboratories, Geosciences directly supports local industrial R&D and provides services for rapid turn-around, cost-effective production-level failure analysis.

Geosciences supports the education of geology pre-professionals, and workers in a broad array of jobs in other industries who seek students who can think and adapt, who can work cooperatively with others in a team setting, who can work in diverse working conditions, who can bring a wide variety of skills, and who can communicate in written and verbal formats. Some specific ways geology supports training across a broad domain are listed below.

1. Students acquire knowledge and are exposed to substantial ancillary requirements in Math, Physics, Chemistry, Biology, Statistics and a broadly interdisciplinary major. Students in our intro and majors courses learn map reading skills useful to a broad range of jobs in the region, develop relevant vocabulary, develop skills in research methods, writing reports, reviewing and summarizing peer-reviewed research articles. Students are introduced to library resources including the catalog and GEOREF, Web of Knowledge, Geoscience World and learn proper citation skills.

2. Students learn to apply knowledge through laboratory and field exercises that require independent observations and drawing independent conclusions. They learn to adapt themselves to physically demanding working environments through field trips where weather and living conditions can be less than ideal. They develop team-work skills as part of these laboratory and field experiences. In the field they are also forced to integrate disparate observations with book-learning to reach coherent conclusions.

3. Students develop a mature set of professional and personal values through coursework and individual mentoring. Emphasis is placed on teaching and learning the ethics of research and publication. Professional norms regarding cheating and plagiarism are made clear and learned by all students.
4. **Students develop a sense of community.** Teaching and research come from the local and the global. Current faculty originate from four different continents, with four different native languages (though all also speak English fluently). Many Geosciences courses - including those in the introductory general education curriculum - focus on environmental, climate and resource issues that affect our region, state, nation and world. Field trips range far and wide from Indiana, giving many of our students their first experiences outside the area immediately surrounding Fort Wayne.

5. **Students develop their critical thinking and problem solving skills** through completion of a broad program of study taken within the department, and an extensive array of ancillary courses taken outside the department, each with a unique approach to problem solving. Labwork routinely requires quantitative and qualitative solutions. Students are exposed to quantitative and qualitative data-gathering methods including assorted field and laboratory methods (e.g., XRD, SEM, EDS, WDXRF, CL, TOTAL, petrographic microscopy, GIS, photogrammetry and others).

6. **Students learn to communicate** using both the written and spoken word. Students are required to produce short lab reports, longer term papers, and full-scale research. They give verbal reports as part of the graded work, and all students before graduation must present independent research at on- or off-campus meetings, or in peer-reviewed publications.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?** | The unit did not provide evidence of their support of the mission statement. | The unit provided some indicator of how it supports the mission statement. | The unit specifically explained how it supports the mission statement and provided examples. |

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

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

Geosciences has an academic staff of three tenured professors, a tenured chair, and a continuing lecturer. There is a secretary and a technician.

The items listed below are in a short-summary format. More detail can be provided (such as individual citations for all papers, presentations, etc.) if requested.

Information listed here includes many of the metrics used in goal-evaluation in subsequent sections of this document.
The annual review of the department, the faculty and the chair is on a 12 month calendar year basis and all our data are gathered in this way. The data below are therefore similarly organized on a 12 month, calendar year 2015, basis. The data are typical of our productivity for a 12 month period, whether the year terminates in June or December.

Question 1 above gives detailed information on how the Department of Geosciences supports the teaching mission of the university. The listing below illustrates some of the ways the Department supports the scholarship and service missions of the university.

1. $186,073 income from work in the Imaging and Analysis Lab servicing local industry. The payments are from 82 technical reports written by Geosciences faculty and 131 other separate interactions involving 14 area businesses. 100% of this money is subject to F&A returned to RESP, some of which is used to pay for service contracts on key equipment. All 2015 operations in the Imaging and Analysis Lab were self-funded.

2. $70,000 ACS-PRF grant for sedimentological research. Awarded 2014 for a 2015 start.

3. Significant investments in teaching, service and research instrumentation including addition of a cathodoluminescence stage, a petrographic transmitted/reflection light microscope, photogrammetry station, ball mill, shatterbox, ultrasonic disaggregator and other miscellaneous equipment. Geosciences has among, and perhaps the very best, facility for laboratory analysis on the IPFW campus. Since 2013, there has been in excess of $600K investment in Geosciences laboratories used in research, teaching and outreach service to local industrial partners.

4. Refereed Publications (including faculty publications with student co-authors)
   - Nine papers in Journals
   - 26 conference presentations
   - Field trip organized and led for American Association of Petroleum Geologists

5. Local outreach
   - Four talks/presentations to local groups
   - Member/Expert Advisor, Little River Wetlands Project
   - Member/Advisor, Fox Island Alliance

6. Expert commentary

7. Editorial board positions
   - Senior Editor, IU Press, Life of the Past
   - Board Member, Canadian Journal of Pure and Applied Science
   - Board Member, The Open Hydrology Journal
   - Associate Editor, The Professional Geologist
8. Awards to faculty
   - IPFW COAS Distinguished Lecturer
   - Pippert Award Winner
   - IPFW Summer Research Grant

9. One professor tenured and promoted to Associate Professor

10. 15 student presentations at the 2015 Student Research and Creative Endeavor Symposium.

11. 17 undergraduate students employed as paid undergraduate teaching and research assistants.

12. 5 undergraduate students supported to attend national meeting of the Geological Society of America in Baltimore, Md.


15. One student awarded a NASA Ames Research Center Internship.

| RUBRIC |
|------------------|------------------|------------------|
| **To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals)** | **The unit did not provide evidence that accomplishments align with the mission of the University.** | **The unit provided evidence that accomplishments somewhat align with the mission of the University.** | **The unit provided evidence that accomplishments align closely with the mission of the University.** |

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

3. **What program-specific accreditations or federal & state laws impact what you do?**

   Geosciences has no program-specific accreditations. Of course there are federal and state laws that impact us along with everyone else such as keeping student ID numbers safe and a lengthy list of other rules which we follow, especially when prodded by administrative reminders. Two state and federal statutes have had more than passing impact. They separately refer to our ability
to collect and do basic field studies on 1) state road outcrops and 2) federal land, especially BLM land. Prohibiting access to these locations has a chilling effect on our ability to run fieldtrips and examine geological systems for research purposes. Several years ago the department directed appropriate comment to the state, and a recent review concludes state road-cut issues have largely been ameliorated. This year one of our faculty has taken a role in the national debate and has commented, and presented a talk at the national meeting of the GSA. This remains a significant problem impeding research.

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<th>RUBRIC</th>
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<tr>
<td><strong>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</strong></td>
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<tr>
<td>The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.</td>
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<tr>
<td>The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.</td>
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<td>The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.</td>
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<tr>
<th>TASK FORCE COMMENTS AND/OR QUESTIONS:</th>
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<tr>
<td><strong>To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?</strong></td>
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<tr>
<td>The unit did not address this question.</td>
</tr>
<tr>
<td>The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact.</td>
</tr>
<tr>
<td>The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact.</td>
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4. Upon review of your department data, are there any data you wish to comment on or contextualize? (Note: Populated metrics will be distributed to departments in January.)

The compiled metrics show zero minors. This is incorrect. Our internal count determined that five students have graduated with a Geosciences minor since spring of 2014 which is as far back as we checked.

Data do not include students earning the "Secondary Education-Earth and Space Science" degree. PU-mission science departments (physics, biology and chemistry) have teaching degrees awarded from within their departments, and they get credit for their effort. As an IU-mission department, the B.S.Ed. in Earth and Space Science Education is offered through the College of Education and Public Policy. By our count, there are currently nine students pursuing the Earth-Space teaching degree.
Financials do not include income from grants and contracts, but do include expenses paid with money from these sources.

Consider the following analysis based on data from the IR Department Profiles web site and the metrics created by AOC and subsequently distributed by USAP:

"Other Expenses" for Geosciences, starting in year 2006-07, are:

- $54K (06-07)
- $58K (07-08)
- $52K (08-09)
- $62K (09-10)
- $68K (10-11)
- $173K (11-12)
- $116K (12-13)
- $151K (13-14)
- $202K (14-15)

In 2006-07, “other expenses” is 12.7% of the total Geosciences budget.
In 2014-15, “other expenses” become 30.4% of the Geosciences budget.

The $202K in "Other Expenses" with a 30.4% share of the total departmental budget compares very unfavorably to other science departments, and looks very bad for geology. This bloated "other expenses" increases the cost of operation and negatively affects derivative fractions like the “Total Cost/Credit Hour” and the “Revenue/Cost” ratios. These statistics and derivative calculations could be used as a significant factor justifying negative consequences for Geosciences.

What happened in 2011 and beyond? An (uncounted by these metrics) gift of $150K triggered the creation of the "Argast Family Imaging and Analysis Lab" (AFIAL). AFIAL brings in a significant amount of money ($186K in calendar 2015). Much is skimmed in F&A, with some returned to Geosciences S&E to pay for service contacts on critical instrumentation. Most of the rest is spent, again through Geosciences S&E, to run the lab and pay for maintenance, upgrades, and acquisition of new instrumentation for the department. USAP metrics count the expense against the department, but do not count the income derived from our own efforts. To count the expense, but not the internally-derived income provides a fundamentally flawed analysis and leads to erroneous conclusions. Contrary to appearances, AFIAL is a net positive revenue source for the department and the campus, and since 2011/12, our "Other Expenses" is an extremely misleading statistic.
Even adding back the income from contracts doesn't fully fix the statistics. Geology looks more expensive to run when measured (for example) by the "Total Costs/Credit Hours" ratio because we really do spend more than other comparable departments, but we do not spend more funds from the general fund provided by the central administration! Correcting the statistics by including self-generated money in the income cells of the spreadsheet is only a partial solution...you must also evaluate every S&E expenditure and include only those paid with funds provided by the general fund. Otherwise, the year-to-year and department-to-department comparisons are meaningless....unless of course it is the desire of USAP and the administration to discourage departments from activities that make money in addition to the funds provided by the centrally-prepared, general budget. These statistics are, in a word, useless.

**The past is a poor indicator of the future.** The department lost one of its five T/TT lines starting in academic year 2015/16 when a rather high-paid faculty of full professor rank retired. A second retirement of a full professor occurs July 1, 2017. A third full professor retires on July 1, 2020. We hope (and is critical) to refill these last two lines, but in any analysis, our salary costs and total cost to run the department are going to get smaller.

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5. **Who provides advising to your students? (Please check as many as apply)**

☒ Faculty ☐ Peer ☐ Professional ☐ N/A

6. **Are your students required to meet with an advisor each semester?**

No

Comments: As adults, students can choose to not seek advising, but they are encouraged to meet with an advisor, and are given many opportunities to do so. Most seek advice. As a small department, classroom interactions are frequent and mentoring is continuous. We are currently evaluating whether to change this policy.

7. **Does your department have formal advising policies that are to be followed?**

There are lead, and co-lead advisors. All students are assigned a faculty member for advising. Advising information is distributed to all faculty as it comes available. Almost always there is an advising letter sent to students before the schedule is opened for enrollment. There are four year plans. We have information available about the pattern for future course offerings. Though there is no written playbook for faculty to follow, they all have the information (or know who to ask if there are special issues) to properly advise students.
8. Do you collect employment data for your graduates?

No

9. If you answered “Yes” to Question #8, what % of your graduates from the last academic year (2014-2015) are employed in their field of study or enrolled in another educational program? NOTE: If you do not collect this data by department, we will refer to Destination Survey: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

100% Employed or Continuing Education, based on a small sample size.

10. If you reported data in question #9, how was this data collected?

From the destination survey you provided.

11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

The following is from Forbes, Dec. 18, 2015; "Geology students are the happiest with their degrees according to the National Student Survey, which polls university students across UK colleges and universities for satisfaction in their school and their major. An impressive 95% of geologists out of 220,000 polled said they were satisfied with their major, the highest of any other sampled. On the flip side, photography majors admitted only 67% were happy with their major."

These data from a significant sampling illustrate the wide range of job and career choices open to well-trained earth sciences who have received broad, cross-discipline training. See further expansion of this thought in question 12, below.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/employment-outlook/index.html.

This discussion refers to information in the "Regional Outlook – Summary" Document.
The section titled "CIP Series 40_Physical Sciences & 41_Science Technicians" paints a dismal view of job demand in the sciences. This runs counter to most every other national indicator.

This morning (Feb. 16, 2016) I received a message from the materials testing supervisor at a prominent local company who works in our lab. She asked; "We have several openings for inspectors and are trying to reach out to people in the local STEM community for talent." I have since chatted with this individual. It is apparent they, and others in the region, would very much like to employ science graduates, but with specialized training pertinent to their specific needs.

Rather than being dismissive of the need for undergraduate-trained physical scientists, a bolder view would value the special talents of science graduates and recognize that, with some slight additional training centered on industry-specifics skills, these graduates would be exactly what local materials-oriented industries want. This would require investment by the central administration to recruit qualified students to the physical sciences, and coordinate an effort among the physical science and materials engineering departments to develop a pathway for these physical science students to work in local industry.

The "Regional Outlook-Summary" document is flawed by not recognizing a geology degree provides preparation for a great many different fields. The following graphic (copied from; "Status of Recent Geoscience Graduates 2014" published by the American Geosciences Institute) gives a flavor for the range of careers pursued by earth science graduates in their first two years after earning a degree.
Geologists have broad technical training and bring skills that let them work in widely diverse jobs including: laboratory analysts, environmental consultants, environment regulation compliance officers for industry, occupational hygienists who evaluate work environmental hazards, research grant administrators, technical manual writers, science educators, public policy analysts, waste management specialists, science journalists, material scientists, and more. (Credit to MacEwan University Career Services for some of this compilation).

The Regional Outlook Summary document is specifically in error when it excludes geology from any category other than CIP Series 40 & 41. To illustrate:

**Page 15, CIP series_03 including 03.01 Natural Resources Conservation and Research including 03.0103 Environmental Science and 03.0104 Environment Science.** The report states "No IPFW programs". The BS in Geology has "Environmental Geology" as one of its two
We teach courses at the upper-division level in: Geomorphology, Environmental Conservation, Wetlands, Environmental and Urban Geology, and Principles of Hydrogeology. To not recognize the existence of an environmental science program on the campus is sloppy.

**CIP series _03  03.99, Natural Resources and Conservation, other.** Geoscientists are routinely employed to find, manage and conserve a wide variety of natural resources. These include mineral and water resources (both surface and subsurface). Geological consulting firms are the first call when a ground water resource is threatened. In addition, it is useful to note all the following parks were created and are visited because of a unique geology-related feature; locally: Fox Island and Little River Wetlands; state: Clifty Falls Park and Indiana Dunes; nation: Yosemite, Grand Canyon, Yellowstone, etc.

**Page 27, CIP series _13, Education.** Geology directly supports the teacher education mission by providing the courses at the heart of the "Secondary Education-Earth and Space Science" degree offered through the College of Education and Public Policy.

**Page 31, CIP series _14, Engineering, including 14.14 Environmental Engineering, 14.21 Mining Engineering, 14.25 Petroleum Engineering, 14.38 Surveying Engineering and 14.39, Geological Engineering.** A 4-year undergraduate program in geology is a suitable first step into any one of these fields.

This review is not complete. For example, a recent grad found employment in the Dekalb County Soil Conservation district (CIP Series_01.12). The report claims no regional programs in agriculture or soil sciences, yet this student was hired into this job specifically because they liked his general geological background that included training in sediments, weathering, clay mineralogy, geochemistry and soil science.

**BOTTOM LINE.** A fair review demonstrates that geologists find work in a wide range of disciplines. The USAP review process has helped reveal a problem, the obvious disconnect that exists between what geologists do, and the perception-on-campus and in-the-community of what geologists do. There is enormous potential for growth, and many ways to place geology graduates in local, state and national jobs, meeting real needs. I suggest USAP recommend that the administration work constructively with the Dept. of Geosciences and provide resources to:

1) **Build the Geosciences program** in ways that strengthen the connections noted above. With one recently vacated T/TT position unfilled, one pending retirement in 2017, and a second pending retirement in 2020, a real opportunity exists to significantly reshape the geology program, grow the program, and improve the program's responsiveness to the many needs of the community.

2) **Help Geosciences build connections to high school students** applying to IPFW about how a BA or BS degree in Geology can build a platform for career success.

3. **Help Geosciences build connections to local industries to place our students.**

In these ways, USAP would be "making a recommendation for where the university could make needed investments in resources so the Department of Geosciences can excel".
13. Do you wish to provide any response to last year’s task force comments?
   No.

14. Please list the names of the authors of this USAP report.
   Anne Argast
Part II

**Instructions:** Report the status of goals created last year and add any new goals in order to have a minimum of **three** and no more than **five** “currently active” goals that you are working on. Currently active goals include goals from last year that you are still working on plus any new goals you are adding this year. Part 2 is pre-populated with last year’s goals along with space to report on up to five new goals. For example, if your unit had 8 goals last year, your report will come with space to report on up to 13 goals total (8 from last year + 5 potentially new goals). In the event that you have completed or eliminated last year’s goals you will add 3-5 entirely new goals, hence the space for five additional goals.

The task force determined that in the interest of aligning resources to strategic priorities, it is best to focus on 3-5 goals for each unit and that those goals should include a mix of maintenance and aspirational goals. Goals that were reported last year and are now completed or eliminated do not count in this number (although you will be asked to provide an update). We recognize that you may be required to eliminate goals from last year’s report simply to fit within the limit and it is up to units to decide which 3-5 they wish to focus and report on. Highly strategic units may very well have more than 5 goals they are working towards but the task force requests that you identify which of those are “active” for USAP-purposes. **Leave any unused goals blank.**

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

1.  Enter a unit goal:

   Enhance our supportive environment for student and faculty research.

2.  Status of goal:

   ☒ Completed    ☐ Eliminated    ☒ Modified    ☐ In Process    ☐ New
3. If goal has been completed, what was the impact on your unit and Plan 2020?

This goal was completed with slight modification.

We established funding guidelines for students attending meetings, established policies for students' access to research equipment, and incorporated capstone-G410 evaluations into the assessment plan.

The newly established procedures for students attending meetings streamline the process and more clearly describe student and departmental responsibilities when arranging and paying for research-related travel. This helps the department run in an efficient manner, and will help us avoid some past troubles where students had expectations that went outside the norms of the university. (II.M.1, II.M.2, II.M.3)

Lab-access policies help students doing research have a better understanding of expectations related to the work in labs and the procedures needed to move research results to public presentation at scientific meetings. These procedures help keep students safe while using the resources in the department. (I.B.1, I.B.4)

We can now better assess the impact of independent research (G410+capstone) on our students, we've increased student engagement through close involvement with the department's research program, and fostered the creation of knowledge. We are incorporating G410 assessment metrics into the overall department assessment process making the process easier and more seamless. (I.A.1, I.A.2)

We did not succeed in improving the G410 sequence. Multiple layers of bureaucracy, and an underestimation of the intricacies of improving the sequence thwarted efforts. This is an important item to finish; we will regroup and retry again. Because goal 1 was substantially finished we are marking this completed, and will reformulate as a new goal for some subsequent year.

The department achieved positive outcomes in all its declared metrics. All our students now must complete research before graduation, and most do so at an off-campus venue, exceeding our goal of 50%. We tenured our last untenured professor. All faculty are doing research aligning with department and university goals. (Some metric results compiled in Q2 of part 1.)

If this goal was completed, skip to the next goal.
4. If eliminated or modified, state reason:

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

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


5. Type of goal:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<tbody>
<tr>
<td>1st Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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7. Is the unit goal a high, medium or low priority?
   Click here to choose.

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

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

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

RUBRIC

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

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

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

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

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

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

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

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

Benefited  Select Yes/No

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

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<tr>
<td><strong>Are clearly stated budget plans included for each goal?</strong> (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

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<tr>
<th>RUBRIC</th>
<th>Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.</th>
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<tbody>
<tr>
<td>Challenges are not included in the unit’s report.</td>
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TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

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TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 2

1. Enter a unit goal:

   Improve recruitment and retention of majors through emphasis on quality of introductory and early-major (to the 200-level) courses.

2. Status of goal:

   ☒ Completed    □ Eliminated    ☒ Modified    □ In Process    □ New
3. If goal has been completed, what was the impact on your unit and Plan 2020?

We ran the field-intensive version of G103, and will do so one more time in Fall, 2016 before rendering a final verdict on its effectiveness. Interim assessment indicates we’ve retained a few students in upper-level courses, but have not converted any of the students to the major. This is a unique and enriching experience for the enrolled intro-level, general education students; but the course is very expensive to run in terms of travel expenses, faculty load and matériel. Unless there is a surge in enrollments before next year we will need to drop G103 from the schedule as simply too expensive for current conditions. (I.B.5)

We continue to reach-out aggressively through on-line and hybrid models to teach courses throughout our intro-level curriculum. We have maintained our target goal of at least eight courses/yr through a DCS window. Without question, we reach a wider range of students than if we were restricted to brick and mortar courses. (I.B.5)

Lab fees have made it possible to improve the materials and equipment used to teach the intro courses. (Curiously, it seems that nowhere in Plan 2020 is there a coding for improving the quality of a course.)

We continue to add to our public displays of geoinformation. These include upgrades and additions to several existing displays, and we are currently collaborating with a student in the College of Performing and Visual Arts to develop a new and very outstanding presentation about trilobites. These are effective both as an adjunct to in-class experiences (allowing the presentation of superior, delicate, specimens in a controlled manner), and help inform all who visit the floor about aspects of geology. School groups, home schoolers and others use these displays. (I.B.5, III.D)

The current unknowns in the dual-credit program dampened our enthusiasm at taking on any new outreach to our dual-credit partners. We continue to maintain our existing relationships, but did not add significant new interactions.

Improvements in the website remain problematic. This may well be beyond the capabilities of our department.
If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses  ☒ Priorities shifted
☐ No funding for salary & wages  ☐ Loss of staffing
☐ No funding for equipment / maintenance of equipment
☒ Other: It doesn't seem currently worthwhile to expend much effort in dual credit. May need an outside vendor or consultant to effect significant upgrades to the web site.

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

5. Type of goal:

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

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

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

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

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

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

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

   Click here to choose.

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

   Click here to enter text.

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

   Click here to enter text.

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

    Click here to enter text.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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

Click here to choose.

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

Click here to enter text.

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

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

Click here to enter text.

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

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

Benefited  Select Yes/No

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

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

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

Click here to enter text.


### RUBRIC

**Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)

- No budget information is provided.
- Budget plan is included but is not clearly stated.
- Goal has a clearly stated budget plan.

### TASK FORCE COMMENTS AND/OR QUESTIONS:

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

[Click here to enter text.]

### RUBRIC

**Are clearly stated challenges identified for each goal?** (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.

- Challenges are not included in the unit’s report.
- Challenges are listed but they are not clearly stated.
- Clearly stated challenges are included for this goal.

### TASK FORCE COMMENTS AND/OR QUESTIONS:

**19.** What is your timeline for accomplishing this goal?

[Click here to choose.]

**Dates:** [Click here to enter text.]
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:

Expand collaboration with geology- and materials-sciences industries.

2. Status of goal:

☒ Completed    ☐ Eliminated    ☒ Modified    ☐ In Process    ☐ New

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

We continue expanding the number of companies and the types of industries serviced by the Imaging and Analysis Lab, and reached a record high in billable receipts. Work in the lab assists these companies with their R&D and makes their production processes more efficient. Income from the lab has created a pulse of funding that has helped develop lab resources used for teaching and resource. (I.E.1, II.C)

We continued to provide (with help from Stu Gov, COAS and RESP) nearly full-funding to the national Geological Society of America meeting for any student presenting research (five in 2015 went to Baltimore). We expanded the availability of vans for students wishing to attend regional meetings, whether or not they have research to present. This includes the Indiana Academy of Sciences and other geological societies with local/regional meetings. (I.B.1, I.B.4, II.B)

We were not provided funding to hire a professor and that position is critical to reaching out to local industry for the creation of internships. The department made a special effort, using departmental and research-grant monies, to provide paid opportunities to 17 students working as lab and teaching assistants. (IB1, 1B4)

If this goal was completed, skip to the next goal.
4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses  ☐ Priorities shifted
☒ No funding for salary & wages  ☒ Loss of staffing
☐ No funding for equipment / maintenance of equipment
☐ Other: A reduction in T/TT staffing from five to four faculty restricts our ability to accomplish everything we would like to do. Local outreach to the aggregates industry and to geo consulting firms is particularly impacted by the reduction in size.

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

5. Type of goal:

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

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

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

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

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

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

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

Click here to choose.

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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

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

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

Click here to choose.

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

Benefited  Select Yes/No

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

RUBRIC

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

Click here to enter text.

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

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

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 4

1. Enter a unit goal:

   Assist secretarial and technical staff with their contribution to mission.

2. Status of goal:

   ☒ Completed  □ Eliminated  □ Modified  □ In Process  □ New

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

   There is a blanket policy in place that requires staff to complete all mandated training, and both permits and encourages staff to take any training applicable to their job, or to take courses for general improvement in knowledge. Staff followed through and took courses or served on many extra-departmental committees. A partial list includes: "Student Travel training", "Acalog training", "SAP GUI for HTML", "Lifecycle of a Purchase training", "Building Coordinator Liaison to Police and Safety", "LSP-ITS member", and many more. With the exception of a goal to redevelop the web site, staff reported across-the-board success of all their goals on their annual reviews, and set new goals for 2016. (IV.A.1)

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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7. Is the unit goal a high, medium or low priority?
   
   Click here to choose.

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

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

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

    Click here to enter text.

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<td>The goal is somewhat aligned with the University's goals.</td>
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<tr>
<td>The goal is clearly aligned with the University's goals.</td>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

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

Click here to choose.

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

Other: Describe:  Click here to enter text.

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

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

Click here to enter text.

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

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

Click here to enter text.
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

#### 19. What is your timeline for accomplishing this goal?

**Click here to choose.**

**Dates:** **Click here to enter text.**

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### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 5

1. Enter a unit goal:

Determine future of G331 (Principles of Sedimentation/Field Trip to the Bahamas) as a regular offering in Geosciences.

2. Status of goal:

☒ Completed ☐ Eliminated ☐ Modified ☐ In Process ☐ New

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

G331 is offered as a cross-listing with biology, and is taught in the Bahamas with one professor from geology and one professor from biology. After assessing the impact of this course on student learning we determined the outcomes from G331 are not as broad as we expect students to learn in G334 (sed strat). The department is consequently removing G331 as satisfying the sed/strat course requirement, but will try to continue working with Biology to teach this course if sufficient funding exists when the course next comes in the cycle as it provides a special opportunity for our students to travel internationally and study a classic modern geological environment. Redistribution of money from discretionary funds could make the course too expensive to teach. (I.A.2, I.C.6)

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

4. If eliminated or modified, state reason:

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

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

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

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

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

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

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

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7. Is the unit goal a high, medium or low priority?
   Click here to choose.

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

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

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

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    Click here to enter text.
RUBRIC

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

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

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

   [Click here to choose.]

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

   [Click here to enter text.]

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

   [Click here to enter text.]

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

   [Click here to enter text.]

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

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

   **Benefited**  [Select Yes/No]

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

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

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

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

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

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

Other: Describe:  
Click here to enter text.

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

   **Click here to choose.**

   Dates: **Click here to enter text.**

### RUBRIC

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<th>Are time frames included for each performance measure (metric)?</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

---
New Goals for 2015-2016 - #1

1. Enter a unit goal:

   Develop materials for group and individual recruiting.

2. Status of goal:

   □ Completed □ Eliminated □ Modified □ In Process ☒ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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<td>II.C - Community engagement</td>
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7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?
Students entering the university have generally not had prior direct experience with a Geology course, and if they did, the course was probably aimed at a level teachers and guidance counsellors deem suitable for students unable to cope with math or the 'harder' sciences. In Indiana, students rarely come to college with the same enthusiasm for majoring in Geology as they might have for chemistry, physics or the biological sciences. Often when they do come, they have a weak-enough background in math that they struggle in our courses.

It is important for us to reach out to prospective students with materials that can explain the opportunities available to graduates having the geology degree, and to explain the necessary preparation to succeed.

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

N/A

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

We will create two types of materials. The first will be an information packet that can be mailed or given to students and their parents considering the major. The second will be a traveling display we can use when asked to participate in college fairs and similar events.

Faculty in our department do not have adequate free time to go to many fairs and other off-campus events, but we do have a cadre of students (especially members of the Sigma Gamma Epsilon Honor Society) who could represent us, and have volunteered to do so in the past. The traveling display will be an invaluable resource for these students. The department is prepared to hire one or two undergraduates as paid assistants to coordinate off-campus activities.

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

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

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
The obvious metric, success at recruiting students to the major, doesn't work well over the short time available to measure success in the USAP reference frame. While that will certainly be monitored long-term, an interim metric will simply be the times material is made available to prospective students and student groups.

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

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

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

   Yes

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

   To do what we described in question 11, that is to create informative and engaging materials that can be distributed by mail, or be used in a public display, designed to interest prospective students in the major.

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

   S&E and discretionary funds.

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

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

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

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

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

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

   Other: Describe: [Click here to enter text.]

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

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

   To defray the costs of student assistantships when we take materials on the road.
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Our artistic ability in creating an appropriately professional advertising poster.

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

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Click here to enter text.

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

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

1. Enter a unit goal:

Conversion of SB270 into a shared research office space for the Departments of Chemistry, Biology and Geosciences.

2. Status of goal:

☐ Completed  ☐ Eliminated  ☐ Modified  ☐ In Process  ☒ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

High

8. Why is this goal important to your unit, the university or both?
Geosciences proposes to convert SB270 from a general teaching lab into a dedicated office and work space for 12 students, drawn four-each from the departments of Geology, Biology and Chemistry. Postings to this space will be limited to undergraduate students in active research leading to publication or formal presentation. Each student will be provided a desk, computer and file storage. The space will also include a white board, projector, central table, standard laser printer, large poster printer and a social nook.

The goal is to create a shared space for students to consolidate their research, prepare materials for publication and presentation, and to cross-fertilize ideas among the departments sharing the Science Building. The project has received approval from the chairs of Chemistry and Biology. The renovated space will share qualities with some of the studio spaces in VPA and the collaborative spaces in and near Helmke Library. We seek an environment that's bright, inviting, quiet-enough to allow individual work but open-enough to foster collaboration and social interaction. We seek to give these students a space they can identify as their own for as long as they are working towards publishable/presentable research. Organized, visible support and appropriate infrastructure are qualities of high-impact undergraduate learning (e.g., "Characteristics of Excellence in Undergraduate Research", 2012, Council on Undergraduate Research).

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

Click here to enter text.

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

The space proposed for renovation is designated SB270, and is located in the heart of the Geosciences Department on the second floor of the Science Building. The room is 902 ft² and is currently configured as a lab with four workbenches, a front lectern, water (nonpotable and deionized) and drain at 2 sinks. There are cabinets on the wall and power and computer drops are distributed throughout the space. The lab is currently used for map storage, other equipment storage, teaching G327 (Structural Geology) and other ad hoc purposes. It was used to teach G237 (Geographic Information Systems) but that course was dropped in 2015 and we have dismantled the six-station computer cluster that had been located in the lab.

Current functions can be moved elsewhere, though with some difficulty. G327 can be taught both lecture and lab in SB227 (Min/Pet Lab), much of the minor equipment currently stored can be scrapped or moved. The map and flat-document storage is important and not easily transferred elsewhere. We are developing a plan to shift around specimen displays and microscope storage in SB227 and SB225 to accommodate the maps.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

   Number of students using the space, number of presentations, number of refereed publications (abstracts and full-length papers).

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

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

   No

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

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

Up to $5,000 of department discretionary funds. Sacrifice of space used for other purposes.

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

Nothing.

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

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

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

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

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

Other: Describe: $50,569 of university money, up to $5000 of Geosciences discretionary funds, and a Keurig machine and refrigerator from the VCAA. This is one time funding. Continuing support for computer maintenance from ITS, and printing expendables from the three departments.

Other — Recurring Select Yes/No $$: Click here to enter amount.
Non Recurring Select Yes/No $$: Click here to enter amount.
17. If you were to receive the additional resources outlined in question #16, how will they be used?

The entire space will need to be gutted. This includes removal of the fixed-benches, capping-off water and gas lines, and rerouting computer drops. We will need to have cabinets moved in SB225 and SB227 with map storage moved into the cleared spaces. The space will need to be refurbished and carpeted. Desks, tables, chairs and computer work stations will need to be purchased.

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<td>No budget information is provided.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

There are issues of migrating the current uses of this space to other areas of the department, but these have been taken into consideration.

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<td>Challenges are not included in the unit’s report.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

1-2 years

Dates: Click here to enter text.

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

1. Enter a unit goal:

   Develop a coherent, meaningful and doable assessment plan for the department.

2. Status of goal:

   ☐ Completed   ☐ Eliminated   ☐ Modified   ☐ In Process   ☒ New

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

   Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

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

High

8. Why is this goal important to your unit, the university or both?
The University runs on assessment. We spend more time on assessment than most other activities. Useful information can be derived from properly-done assessment. It is important to have a coherently useful process that is efficient and inevitable so that departmental faculty can get it done and move on having learned something valuable.

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

Click here to enter text.

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

The department is engaged in a full-on attack of the assessment process. A faculty leader has been designated. That individual will work with Kent Johnson to understand the challenges. We intend to flow-chart the path majors take through our various degree options, identify key points of transition, and identify testing/assessment procedures at the critical points. Once the plan is established we will be able to properly inform all faculty of steps they need to take each semester to contribute to the process, and we will have some amount of year-to-year predictability rather than the ad hoc process in current use.

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

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

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

The goal is complete when a plan is in place. There are no metrics in any meaningful sense other than keeping the project moving forward to completion, and applying it next academic year.
**RUBRIC**

<table>
<thead>
<tr>
<th>Are clearly stated performance measures provided for each goal? (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included).</th>
<th>The unit provided performance measures but they are not clearly stated.</th>
<th>Some of the stated performance measures are clearly stated.</th>
<th>All performance goals are clearly stated.</th>
</tr>
</thead>
</table>

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

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

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
   
   The resource being spent is the faculty time needed to create the plan. Faculty are prepared to divert attention from other areas of activity to get this done.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   
   As already stated in 13, we are allocating time to the project.

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

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.
   
   CUL - # of positions needed  
   Click here to enter text.
   
   Benefited  
   Select Yes/No
17. If you were to receive the additional resources outlined in question #16, how will they be used?

None would be useful short of hiring an assessment professional to come and take the lead for the project.

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

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

None other than time.
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<th>Challenges are listed but they are not clearly stated.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: [Click here to enter text.]

<table>
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<tr>
<th>RUBRIC</th>
<th>Are time frames included for each performance measure (metric)?</th>
<th>No time frames are included with the performance measures.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #4

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>2nd Plan 2020 Goal</th>
<th>3rd Plan 2020 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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<td>Do the unit goals align with the University's goals?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Click here to enter text.

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<td>Are clearly stated performance measures provided for each goal?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

CUL - # of positions needed  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
Other: Describe:  

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

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

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

Click here to enter text.

### RUBRIC

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

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

Click here to enter text.

### RUBRIC

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<th>Challenges are listed but they are not clearly stated.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:   Click here to enter text.

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<th>Are time frames included for each performance measure (metric)?</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #5

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

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

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

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

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

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

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

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**RUBRIC**

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

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

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

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

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

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

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

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

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

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

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  Click here to enter text.

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