2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Electrical and Computer Engineering
Part I

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

The ECE department hosts undergraduate computer engineering (CmpE) and electrical engineering (EE) degree programs - as well as the master of science in engineering (MSE) degree program in the areas of computer, electrical, and systems engineering (SE). The mission of the Electrical and Computer Engineering Department (ECE), in support of the mission of Indiana University-Purdue University, is to provide computer engineering and electrical engineering students with education that is broadly based in the fundamentals of the profession. IPFW ECE graduates will be able to maintain a high degree of adaptability throughout their professional careers which will improve the quality of people's lives. It is also intended that the students will develop a dedication to the profession, assume leadership roles, and an ability to maintain professional competency through a program of lifelong learning. Faculty of ECE Department is dedicated to excellence in scholarship and service to the community and the profession.

Our Department supports university’s mission by providing local access to globally recognized baccalaureate and graduate programs and serving the region. Projected growth of over 2,200 jobs in the next decade in engineering occupations in Northeast Indiana, representing 11% of job openings requiring at least a 4-year degree in the region based on Regional Intel Report. ECE Department serves the regional needs by having high graduation, retention and high job placement rates. IPFW has the greatest number of master’s degrees in engineering within the region based on the Regional Inter Report. ECE Department has 90% of the enrollment in Master program.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
</tr>
<tr>
<td>The unit did not provide evidence of their support of the mission statement.</td>
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<tr>
<td>The unit provided some indicator of how it supports the mission statement.</td>
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<tr>
<td>The unit specifically explained how it supports the mission statement and provided examples.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
2. Please list significant accomplishments from the last fiscal year not included in your goals.

- The newly established ECE department has formed all the department committees and developed ECE Departmental documents for operation.
- 5 Year BS/MSE Program proposal has been completed and submitted to the VCAA for approval.
- The newly established ECE department has formed broad Industry Advisory Board (IAB) to serve the regional needs and improve the quality of education that meets ABET criteria.
- ECE Department has established a brand new teaching laboratory with National Science Foundation Grant of $130k. This will improve the quality of education in power and energy area.
- ECE students had 100% of passing rate in the Fundamentals of Engineering (FE) Exam in Fall 2015.
- ECE Outreach Program has been established to serve the region better.
- 3 ECE Student Organizations have been established: RF/Microwave Club, Electric Vehicle Club and Robotics Club to serve and engage our students better.
- ECE Department has initiated a collaboration with PWL ECE Department to improve the graduate education.
- In its 2016 rankings of the best colleges and universities in the United States the U.S. News and World Report ranked IPFW as #1 in the northeast Indiana region again and tied for #58 in the country for Best Undergraduate Engineering Programs at schools where no doctorate degrees are offered. IPFW outpaced the engineering programs at Trine University (tied #114) and Indiana Institute of Technology and Taylor (tied at #134).

- In the area of Creation of Knowledge, the following accomplishments can be listed for ECE Department.

Publications

Publications by the faculty and students of the ECE department are listed below. Detailed information about these publications can be found in the Department of Engineering website. Many of the publications are the result of technical collaborations with engineering scholars and students from across the whole world.

Books and Book Chapters

2011: 3
2012: 1
2013: 3
2015: 2

Refereed Journal Papers
2011: 12
2012: 9
2013: 10
2015: 12

Refereed Conference Papers
2011: 12
2012: 21
2013: 18
2015: 13

Patents
2015: 2 (includes 1 Patent Disclosure)

- In the Area of Regional Hub - Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness

External Grants:

External Research Grants from Federal Agencies and Local Industry

- In 2015, more than $175,000 is secured as grant money by the faculty of ECE Department. There are also projects that are active with more than $200,000 in addition to the grant money reported above.

- Furthermore, the following data also is listed as other highlights of accomplishments for ECE Department

- ECE Department has extremely high job placement rate > 86%
- ECE Department has extremely retention rate > 84.4%

The graduation rate, of students that can be traced, in 6 years or less is about 73%. This rate is well above the 6 years graduation rate of IPFW. Please note that if we assume that all the non-traceable students did not graduate in 6 years (worst case scenario) then ECE Department would
have had a 41% graduation rate which is still above the current IPFW graduation rate (in the low 20s%).

- ECE Department has low cost for major < $5469
- ECE Department has 28 enrolled Master students in the program. This represents 90% of the graduate students in engineering programs at IPFW. The enrolled number of graduate students increased from 18 to 28 since 2014.

Please note that the collected data in USAP webpage based on IR report only has been conducted over joint Engineering Department. Engineering Department split into ECE Department and CME Department as of July 1, 2015. In 2016, the data will be provided to us only for ECE Department. Historically, ECE Department data in the area of graduation and retention high higher rates than other engineering programs. It carries similar rate for job placement.

The following data for the ECE Department is also presented for information.

- Number of Undergraduate CmpE and EE degrees Awarded
  2011-12: 8
  2012-13: 15
  2013-14: 29
  2014-2015 : 13

- Number of senior design projects in the computer and electrical engineering areas as well as multidisciplinary (with the mechanical engineering program).
  2011: 2
  2012: 3
  2013: 8
  2014 : 5
  2015 : 6

Some of these projects are 100% funded by the local industry. The sponsors often hire some of the participating students when they complete their degree requirements. More information about the senior design projects can be found in the Department of Engineering website.
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?

ABET

RUBRIC

To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?

| The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits. | The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact. | The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?

| The unit did not address this question. | The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact. | The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

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 data provided for the ECE Department is not accurate. The ECE Department has two faculty members who are each, director of a center of excellence. A large portion
of the costs of these two centers are being charged to ECE Department. This makes the ECE Department cost artificially inflated. The ECE Department is one of the few departments at IPFW whose enrollment is continuously up for the last several years. However, the data shows our cost to revenue ratio less than 1 which is incorrect. This problem has been communicated but unfortunately is not corrected yet. For this problem to be corrected, the two centers of excellence should have their own cost centers. Our students and faculty also deserve a proper resource allocation. This includes sufficient S&E and reasonable Lab budgets to serve the regional needs better. The current S&E budget is around $13K for 10 faculty members and close to 200 majors.

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?
   Yes
   Comments: Students are required to meet every semester with their advisor. If they don’t do that, there will be hold on their account and they cannot register.

7. Does your department have formal advising policies that are to be followed?
   Yes. ECE Department has one year plan. Under one year plan, students need to meet with theirs advisors once in a semester.

8. Do you collect employment data for your graduates?
   Yes. This is done as part of ABET accreditation process via Exit and Alumni Surveys

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.
   The data that is collected for 2015 only reflects the joint Engineering graduates and not Electrical and Computer Engineering graduates. Based on the data, the employment
rate for the engineering graduates is %86. The data in 2016 will only reflect Electrical and Computer Engineering graduates.

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

Exits and Alumni Surveys have been collected by Department. This year, the exit survey is done for the first time by Carrier Services.

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 data that is collected for 2015 only reflects the joint Engineering graduates and not Electrical and Computer Engineering graduates. The data in 2016 will only reflect Electrical and Computer Engineering graduates.

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.

The projected growth of over 2,200 jobs in the next decade in engineering occupations is expected in Northeast Indiana. This is part of the reason why the readiness of engineers in Electrical and Computer Engineering carries great importance. That required ECE Department to have laboratory equipment that are required and functional and faculty who has provided with resources to service students and region.

13. Do you wish to provide any response to last year’s task force comments?

Click here to enter text.

14. Please list the names of the authors of this USAP report.

Abdullah Eroglu, Carlos Pomalaza-Ráez, and Yanfei Liu
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:

Review & update curricula and related documents such as:
Assessment plans for the EE and CmpE degree programs
Senior Design Course sequence
Dual degree programs with other engineering programs within and outside IPFW
Review and update required and technical elective courses that are currently dated due to advances in technology or changes in accreditation requirements

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?

ECE Department is established with the split of Engineering Department on July 2015. This required update, review and development of all the curricula related documents including assessment plans for both EE and CmpE degree program. ECE Department also revised the Senior Design courses to serve better to ECE Department which increased collaboration opportunity with the other programs at IPFW. We offer EE and CmpE Engineering dual degrees in the department that serve better the qualified students. In addition, ECE Department reviewed extensively the technical elective courses to meet with the advances in technology and added laboratory components in energy and power areas. All these ailing with the following IPFW 2020 Goals

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

1.A.2 Use assessment data to improve student learning

1.C.1 Develop and promote interdisciplinary programs where there are sufficient university assets and anticipated employment needs

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></th>
<th>Area I Goals</th>
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<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>
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<td>Choose an item.</td>
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<td>Choose an item.</td>
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<tr>
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<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</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.

RUBRIC

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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  
Benefited  

S & W — Recurring  
Non Recurring  

S & E — Recurring  
Non Recurring  

Equipment — Recurring  
Non Recurring  

Other: Describe:  

Other — Recurring  
Non Recurring  

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>
<th>RUBRIC</th>
<th>Budget plan information is provided.</th>
<th>Budget plan is included but is not clearly stated.</th>
<th>Goal has a clearly stated budget plan.</th>
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<tbody>
<tr>
<td>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.)</td>
<td>No budget information is provided.</td>
<td>Budget plan is included but is not clearly stated.</td>
<td>Goal has a clearly stated budget plan.</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.

| 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.

| 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:**
Goal 2

1. Enter a unit goal:
   - Operational Efficiency
   - Budget Transparency
   - Institutional Support
   - Facilities

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>Choose an item</td>
<td>Choose an item</td>
<td>IV.A.2</td>
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</tbody>
</table>
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 electrical engineering degree and the computer engineering degree have been identified in the USAP Employment Outlook report as the type of degrees with high demand for years to come (220 openings regionally, 1920 openings state wide)

The number of these degrees awarded by the ECE department needs to increase to meet the regional demand. Even though the number of these degrees awarded at IPFW has continuously increased in recent years without proper institutional support it will not be possible to keep on growing. The average of ECE degrees in the last four years is 16.

The ECE department doesn’t generate moneys from the DCS office and thus lacks the extra funds that other IPFW academic units get from the DCS office. Including the department chair the ECE department has 10 tenured faculty members. The current annual S&E funding is about $13,000. The annual laboratory funding is about $16,000. It is nearly impossible to operate any accredited engineering program in the nation with those levels of funding. During the current FY the VCAA and dean’s office have been periodically asked to provide extra funds. Each request has been handled on a case by case basis. This scenario was expected for the current FY due to the split of the former department of engineering into two departments (CME and ECE). A rational and long term solution needs to be put in place as soon as possible.

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

For the current fiscal year 2015-2016 the VCAA and the dean’s office have provided, on a case by case basis, support for professional development of faculty, graduate students, and other expenses that cannot be covered by the current S&E and Laboratory accounts. The VCAA office is currently considering long term solutions to this type of expenses.

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

The ECE department has requested to the upper administration that the S&E and Laboratory accounts be properly funded using adequate metrics.
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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?

The recent proposed S&E model by the VCAA office would allocate close to $30K to the S&E funds which is more in line to what is needed. This model should be implemented as soon as possible, i.e. FY 2016-2017.

The VCAA office has requested a medium and long term laboratory plan to properly fund the ECE laboratories. This plan will be finalized and submitted before the end of the spring 2016 semester.

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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.

There are no funds to reallocate. The VCAA and the dean’s office have helped funding some basic departmental needs during the current FY.

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

The level of funding has been able to cover only the most basic needs such as paying for software licenses, repair of laboratory equipment, office supplies, etc. This level of funding cannot pay even for one conference travel for any faculty unless the VCAA office and/or the dean office supports it.

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.

<table>
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<th>CUL - # of positions needed</th>
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<tr>
<td>Benefited</td>
<td>Select Yes/No</td>
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- **S & W — Recurring**: Yes $\$: 30000
- **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:** A multiyear laboratory plan will be submitted to the VCAA office for his consideration. The implementation of an approved plan will replace the current recurrent laboratory account of about $16K. It should be noted that engineering equipment can be very expensive, i.e., one medium quality spectrum analyzer is about $15k. The average per year request in the laboratory plan is expected to be around $30 K which is only $5k more than what the recurrent laboratory funds were
some years ago before a cut to the expenses for all IPFW units were mandated due to budget cuts. At that time the recurrent funding of $25k was reduced to $16k.

Other — Recurring  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 S&E would be used according to the metrics developed by the VCAA office which includes moneys for faculty professional development which are currently zero. The laboratory moneys will be used according to the approved laboratory plan.

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<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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<tr>
<td>No budget information is provided.</td>
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<tr>
<td>Budget plan is included but is not clearly stated.</td>
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<tr>
<td>Goal has a clearly stated budget plan.</td>
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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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<tr>
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<th>Challenges are listed but they are not clearly stated.</th>
<th>Clearly stated challenges are included for this goal.</th>
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</table>

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

**Less than 1 year**

**Dates:**  July 2016

### RUBRIC

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<tr>
<th>Are time frames included for each performance measure (metric)?</th>
<th>No time frames are included with the performance measures.</th>
<th>Some of the performance measures include time frames.</th>
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### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 3

1. Enter a unit goal:

Initiate a five-year combined Bachelor of Science / Master of Science in Engineering (BS/MSE) program: students receive both Bachelor’s Degree (BS in Computer Engineering or BS in Electrical Engineering) and Master's degree (MSE) in five years.

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>
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<tr>
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<tr>
<td>1st Plan 2020 Goal</td>
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<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.C.8</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>
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<td>Choose an item.</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?

This program is designed to meet with the demand in the area of advanced engineering degrees in the region. Meeting the demand in the region is important for IPFW and ECE Department and that makes this goal a high priority goal.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Industry survey for joint 5 year BS/MSE program has been done and 100% support is received. The student survey has also been conducted among the ECE undergraduate students and very high percentage of the students also supported this program and mentioned that they would join the program. The proposal has been completed and submitted. It has been approved by the ECE Department, ETCS College, and University Graduate Committee. It will be submitted to Purdue Board of Trustee for Approval after VCAA’s approval at IPFW.

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

This program will be announced to students in the Department once it is approved by Purdue Board of Trustee. Adequate number of graduate courses will then be offered each semester for our students so that they can be successful in the program in the desired time frame.

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<td>Do the unit goals align 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?

- Start the 5-year combined BS/MSE program within two years
- Enrollment of at least 10% of undergraduate ECE students to enroll in the 5-year BS/MSE program within the first year of implementation.
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?

Yes, with good planning of courses

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

NA

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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**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?

Challenges is the number of GTAs. We have 4 GTA position available right now. It will be challenging to sustain this program with only 4 GTA position available.
19. What is your timeline for accomplishing this goal?

   We plan to complete this goal within a year. We are only waiting for approval to implement this joint program.

   Dates: 12/31/2016
Goal 4

1. Enter a unit goal:

   Increase faculty productivity in scholarly work and external grant acquisition

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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<tr>
<td>II.M.1</td>
<td>II.M.2</td>
<td>III.A - Collaborations and research</td>
<td>Choose an item.</td>
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<tr>
<td>II.M.3</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?
High

8. Why is this goal important to your unit, the university or both?
It will be enabling ECE Department and IPFW to be a hub which will be available for meaningful collaborations and research opportunities with regional, national, and global partners.

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

There has been several scholarly activities by faculty including publications, collaborations and grants to improve activities on this path. The publications include 1 book, 1 book chapter, 12 peer reviewed journal papers, 13 peer reviewed conference papers, and more than $175000 grant money that has been secured in 2015 by ECE Department Faculty. ECE Department Faculty also has more than $200000 ongoing grants in addition to this amount.

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

Enhancing professional development for Faculty. At this point, the ECE Department faculty has only around $13K S&E budget and no professional development funding for the faculty. Professional development funding has been requested to be added to ECE Department budget in the new coming FY.

| 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. |

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

Increase of 10% annual productivity in the number of publications and grants every year until Department reaches $100000 sustained average grant acquisition and average 2 peer review publications by each faculty.
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</tr>
<tr>
<td><strong>All performance goals are clearly stated.</strong></td>
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</table>

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

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

No. SE account and Professional Development of ECE Department faculty need to be increased.

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?

Faculty is currently using their own money to attend conferences and engage with their peers. ECE Department is doing its best to provide resources for its faculty but $13K S&E budget and $0 professional development funding is just not enough.

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  0

Benefited  Select Yes/No

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

S & E — Recurring  Yes  $$: 40000
Non Recurring  Select Yes/No  $$: 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:  Professional Development Money - $2000 for each faculty

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

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

For professional development – visiting program managers and companies for grant acquisitions, attending conferences and workshops, meeting with peers for collaboration in grants acquisition, publication and membership fees.

| 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?

NA

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

19. What is your timeline for accomplishing this goal?

**Ongoing. It will be reviewed yearly.**

**Dates:** 12/31/2016, yearly review

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<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
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</table>

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

1. Enter a unit goal:

   Master of Science Degree in Electrical and Computer Engineering (MSECE)

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.

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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?

High

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

The current Master of Science in Engineering (MSE) is not as much in demand as the more specific degree Master of Science in Electrical and Computer Engineering.
9. If continuing your goal, what progress have you made or which action steps have been completed?

A committee to prepare a formal proposal has been determined by the end of 2015

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

- Collect supporting documents for the submission of a formal proposal, first to IPFW administration, and then to Purdue University West Lafayette administration
- Make proper changes to the proposal as suggested the PUWL administration and resubmit the proposal
- Have the proposal submitted to the Indiana Commission of Higher Education (ICHE)

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<tr>
<td>Do the unit goals align 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?

- Proposal presented and reviewed by the IPFW and the PUWL administrations by the end of the 2016-2017 AY
- Resubmit the proposal in the fall of 2017
- Proposal approved by PUWL and submitted to ICHE by the end of spring semester of 2018
- Start the MSECE degree program in the 2018-2019 AY
### RUBRIC

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<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>
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</table>

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

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

Partial

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?

During the AY 2015-2016 4 GTA positions have been assigned to the ECE department. The initial request to have the MSECE program implemented is for four GTA positions. This number will be augment with additional Research Assistants supported through external grants and part time students supported by the local industry.

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  1
Benefited  Yes

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?

Additional GTAs will not only help with the teaching of laboratories but also ensure a minimum critical mass for a sustainable MSECE degree program.
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?

The challenge is how fast can the paper work is approved through the system, including ICHE. This degree is available at PU WL and IUPUI so there could be or not resistance from those campuses to have it approved in a timely manner.

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<td>Clearly stated challenges are included for this goal.</td>
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| TASK FORCE COMMENTS AND/OR QUESTIONS: |

19. What is your timeline for accomplishing this goal?

3-5 years

Dates: Fall of 2018

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| TASK FORCE COMMENTS AND/OR QUESTIONS: |
Goal 6

1. Enter a unit goal:

Explore the possibility of offering concentrations in the BS degrees in the Electrical and Computer Engineering department that will be established in July 2015 with the split of the Department of Engineering.

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: To offer concentrations in any EE or CmpE area it is needed to offer courses in that concentration on a regular basis, e.g. once a year. Currently required courses are offered once or twice a year, depending on the enrollments. Technical electives, in several ECE areas, are being offered at most once a year, some once every two years. Current enrollments cannot support the offering of additional technical electives, on a regular basis, so that a student can meet the requirements for a concentration on any given area.

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Do the unit goals align</td>
</tr>
<tr>
<td>with the University's goals?</td>
</tr>
<tr>
<td>Goal does not align</td>
</tr>
<tr>
<td>with the University's goals.</td>
</tr>
<tr>
<td>The goal is somewhat</td>
</tr>
<tr>
<td>aligned with the University's</td>
</tr>
<tr>
<td>goals.</td>
</tr>
<tr>
<td>The goal is clearly</td>
</tr>
<tr>
<td>aligned with the University's</td>
</tr>
<tr>
<td>goals.</td>
</tr>
</tbody>
</table>

| 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  
   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.

<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
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<tbody>
<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>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Clearly stated challenges are included for this goal.</th>
<th>Challenges are listed but they are not clearly stated.</th>
<th>Challenges are not included in the unit’s report.</th>
</tr>
</thead>
</table>

| 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

**Are time frames included for each performance measure (metric)?**

| All performance measures include time frames. | Some of the performance measures include time frames. | No time frames are included with the performance measures. |

| 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.**

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

1. Enter a unit goal:

   Explore the possibility of offering Biomedical Engineering at ECE Department. This includes identifying the amount of resources needed to offer such a program, the benefits for IPFW, community, and Northeast Indiana. This Goal is in alignment with the projected job growth in the region for Biomedical Engineering.

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>
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</tr>
</thead>
<tbody>
<tr>
<td>I.C.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.E.4</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.O.1a</td>
<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?

    High

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

    Regional Intel Report states that there is significant need in Biomedical Engineering in our region. Electrical and Computer Engineering Curricula and Biomedical Engineering Curricula are similar and existing resources at ECE Department with modest investment from IPFW can transform this program offering into reality. Once this program is offered, we will be better serving the region by meeting the needs in this area. Furthermore, we anticipate high enrollment and growth in the new program. In addition, this program has interdisciplinary and multidisciplinary characteristics. So, this program will specifically also benefit other programs at IPFW such as Chemistry and Biology programs. We also anticipate collaborating more actively with a very well established Health Sector in Northeast Indiana.

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?

    - Establish a Department Committee to investigate the feasibility of offering this program by a) Identifying resources needed; b) Conducting survey to confirm that this program will meet regional needs. This includes industry survey; c) Investigating how this program offering will benefit ECE Dept., IPFW, and Northeast Indiana; d) Identifying academic requirements by ABET; e) Forming a plan for curriculum and associated courses.

| 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 completion of actions identified above within the 1st year until December 2016.
- Recommendation for the decision to offer such a program at ECE Department until December 2016.

<table>
<thead>
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<td>The unit provided performance measures but they are not clearly stated.</td>
</tr>
</tbody>
</table>

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

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

Partial

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?
Since, curricula of Biomedical, EE and CmpE programs have commonality. For instance, 1st Freshman Engineering are similar for all engineering programs. In their, 2nd year students will be taking their major courses. Some of these will be jointly offered by ECE Department. These courses are on electronics, sensors, communications, engineering math such as probability and statistics, modeling and simulation. There will be a few courses which students will be taking from Biology and Chemistry Departments.

**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.

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Benefited</td>
<td>Yes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>S &amp; W — Recurring</th>
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<th>$$: 90,000</th>
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<tbody>
<tr>
<td>Non Recurring</td>
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<td>$$: Click here to enter amount.</td>
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</table>

<table>
<thead>
<tr>
<th>S &amp; E — Recurring</th>
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<th>$$: 20,000</th>
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<tbody>
<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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</table>

<table>
<thead>
<tr>
<th>Equipment — Recurring</th>
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<th>$$: $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Recurring</td>
<td>Yes</td>
<td>$$: 100,000</td>
</tr>
</tbody>
</table>

Other: Describe: ECE Department will need at least one new faculty position specialized in Biomedical Engineering. ECE Dept. needs some modest additional money for existing SE budget. ECE Department needs also $100k to purchase new equipment for this program. ECE Department existing laboratories will support some of the Biomedical Engineering courses. However, we need to also purchase specialized equipment for this program. Please note that the figures above are only an estimate. The committee when established will be able to identify a better figure to offer this program.

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

Explained above. Salary, SE, and equipment.

<table>
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<tbody>
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<td><strong>Are clearly stated budget plans included for each goal?</strong> <em>(A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</em></td>
<td>No budget information is provided.</td>
</tr>
</tbody>
</table>

**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?

Process involved to offer this program. It has several stages.

<table>
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<td>Challenges are not included in the unit’s report.</td>
</tr>
</tbody>
</table>

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: 12/31/2017
<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
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<td></td>
<td>Some of the performance measures include time frames.</td>
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<tr>
<td></td>
<td>All performance measures include time frames.</td>
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</table>

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

1. Enter a unit goal:

   Establishing a laboratory plan and upgrading laboratory equipment accordingly.

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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<th>Area IV Goals</th>
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<tbody>
<tr>
<td></td>
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<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>II - Promote knowledge</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.M.1</td>
<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?

   High

8. Why is this goal important to your unit, the university or both?
The latest student laboratory assessment data shows that the laboratory equipment at ECE Department needs upgrade. Students complained that several equipment do not work or give operation problems due their age. ABET requires ECE Department to provide adequate equipment for laboratories to be accredited. ABET review will be conducted in 2017. That is why this is a high priority goal for ECE Department.

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?

Acquiring resources to upgrade the equipment. The curriculum and laboratory committees will identify the equipment that need to be updated and provide list with cost.

| 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 upgrade has to be completed by the end of Fall 2016 if financial support is provided timely.
### RUBRIC

<table>
<thead>
<tr>
<th>Are clearly stated performance measures provided for each goal?</th>
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<th>All performance goals are clearly stated.</th>
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<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

   Click here to enter text.

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

   Nothing. The S&E money that ECE Department is provided is around $13,000. The laboratory budget is used for software and basic needs in the lab. There is no other financial resource available for ECE Department.

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

To purchase equipment to replace aged and non-functional equipment
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?

We are not sure if we will be provided with this resource. We just don’t have budget to operate or upgrade equipment at this point.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Challenges are not included in the unit's report.</th>
<th>Challenges are listed but they are not clearly stated.</th>
<th>Clearly stated challenges are included for this goal.</th>
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<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TASK FORCE COMMENTS AND/OR QUESTIONS: |

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: If we are given timely resource, within a year we can upgrade the equipment.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>No time frames are included with the performance measures.</th>
<th>Some of the performance measures include time frames.</th>
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</thead>
<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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.**

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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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<tr>
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<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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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?

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

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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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<tr>
<td>The unit provided performance measures but they are not clearly stated.</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.
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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<td>information</td>
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<td>stated budget plan.</td>
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<td>is provided.</td>
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<td>budget plan is</td>
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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>
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<td>Challenges are not</td>
<td>Challenges are listed</td>
<td>Clearly stated</td>
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<td>included in the</td>
<td>but they are not</td>
<td>challenges are</td>
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<td>challenge is</td>
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<td>goal.</td>
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19. What is your timeline for accomplishing this goal?

Click here to choose.

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 - #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.

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

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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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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  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?

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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?

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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 |
|-----------------|-----------------|-----------------|
| 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 - #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.

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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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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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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 |
|-----------------|-----------------|-----------------|
| 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.

| 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: |
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| TASK FORCE COMMENTS AND/OR QUESTIONS: |
|-----------------|-----------------|-----------------|
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Electrical and Computer Engineering - USAP Report  Page 77
19. What is your timeline for accomplishing this goal?

Click here to choose.

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:**