2015

University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Manufacturing and Construction Engineering Technology
Part I

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

The department offers the Bachelor of Science (B.S.) in Mechanical Engineering Technology (MET), B.S. Industrial Engineering Technology (IET), B.S. Construction Engineering Technology (CNET), and Associate of Science (A.S.) degrees in MET and IET. The programs are accredited by the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC/ABET).

The department also offers a Master’s Degree in Technology as well as certificates in Quality and Advanced Manufacturing.

The mission of MCET is to support the career aspirations of undergraduate and graduate students, and to fulfill the needs of their current and future employers. The Department offers, develops, and continuously improves educational programs to meet these needs. The programs are accessible to traditional and nontraditional students, and support evolving career objectives by emphasizing lifelong learning.

The department offers access to globally recognized baccalaureate and graduate programs that help drive the intellectual and economic advancement of our students and of the region. This falls in-line with the mission of IPFW.

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<th>RUBRIC</th>
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<td><strong>To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?</strong></td>
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2. Please list significant accomplishments from the last fiscal year not included in your goals.

- Hired Dr. Atefeh Mohammadpour as a Tenure Track Assistant Professor of Construction Engineering Technology
• Initiated one search for a Tenure Track Assistant Professor of Industrial Engineering Technology
• Barry Dupen, “Using Graphical Data Presentation Techniques to Improve Student Learning, Program Assessment, and Teaching”, ASEE Annual Conference and Exposition, Seattle, WA, June 14-17, 2015.
• Barry Dupen, “How to Use Graphical Data Presentation Techniques to Improve Student Success, Curriculum, and Program Assessment”, ASEE IL-IN Annual Conference, Fort Wayne, IN, March 27-28, 2015.
• Barry Dupen, “How to Write and Improve a Textbook in 10 Easy Steps”, presentation to the Fort Wayne Chapter of ASM, 3/23/15.
• Barry Dupen, Revised his ET 200 textbook, Applied Strength of Materials for Engineering Technology, v.7 (Spring 2015) and v.8 (Fall 2015). The most recent version of the textbook is available as a free pdf file*. Also, created more than one hundred new homework problems for each semester. As of January 4, 2016, there have been more than 27,000 downloads of this book from Opus.
• Barry Dupen, Completed the first part of a TAP project for Bowmar in May 2015: Analysis and Understanding of Nitriding Issues. Bowmar is attempting to change from gas nitriding to plasma nitriding. I helped Bowmar determine that their current supplier is not able to meet customer specifications. The second part of the TAP project will take place in 2016, after approval from Bowmar’s customer.
• Barry Dupen, Completed a TAP project for Accel in June 2015: Assistance in Finding Causes and Solutions for Quality Issues in Nickel-plated Copper Wire. I provided suggestions to a manufacturing engineer who was then able to solve a serious plating problem, resulting in a significant decrease in wire breaks.
• Barry Dupen, USAP Task Force member, 2015-2017. Co-Chair, 2015-16.
• Tim Hamilton, attended the ABET Conference in Atlanta Georgia Spring 2015
• Qing Hao, awarded the IPFW 2016 Summer Faculty Grant proposal for: Computational Modeling of Effect of Blood Flow Dynamics on Thrombus Growth
• Qing Hao referee for proceedings of the BME online, Institution of Mechanical Engineers, Part H, Journal of Engineering in Medicine, and Journal of Mechanics in Medicine and Biology
• Atefeh Mohammadpour OSHA 510 and OSHA 500 certified


Ramesh Narang successful TAP projects with Hightech Signs, Becky’s Die, Cutting, Funtastic Novelties, and Rea Magnet Wire

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<td>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)</td>
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3. What program-specific accreditations or federal & state laws impact what you do?

All associate and bachelors programs are accredited by ABET Inc. ABET is a not-for-profit, non-governmental accrediting agency for programs in applied science, computing, engineering, and engineering technology, and we are recognized as an accreditor by the Council for Higher Education Accreditation. ABET accreditation provides assurance that a college or university program meets the quality standards of the profession for which that program prepares graduates.

Accreditation of these programs will ensure that graduates are prepared to meet the quality standards for employment with our regional industrial partners.
Previous and ongoing State mandates have played a role in shaping the department curriculum. These include:

1. Maximum of 60 credit hour in an Associate degree
2. Maximum of 120 credit hour in a Bachelor’s degree
3. Requirement of 30 credit hours of General Education Credits in Associate and Bachelor’s degrees
4. Implementation of a Transfer Single Articulation Pathway (TSAP) [Senate Enrolled Act 182] allowing students to transfer an Associate degree from a community college into a Bachelor’s degree program.

Effect of state mandates:

1. Decreasing of credit hours in the A.S. EET program to 60 credit hour.
2. Decreasing of credit hours in the B.S. EET, B.S CPET and B.S. IT programs to 120 credit hour
3. The replacement of existing curriculum courses in all programs with qualifying General Education courses
4. Evaluation of program competencies and learning outcomes of A.S. MET, B.S. MET, A.S. IET and B.S. IET to ensure compliance with TSAP

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<td><strong>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</strong></td>
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**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 Interior Design program was moved from the MCET department to the College of Visual and Performing Arts starting in the 2014-2015. This resulted in a significant drop in department majors and credit hours. Other programs in MCET, specifically MET, has seen tremendous growth offsetting the loss.

The \{Total Cost/Degree\} and \{Personnel/Degree\} in MCET is extremely low.

The overall data set is suspect of having flaws.

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

☒ Faculty ☐ Peer ☐ Professional ☐ N/A

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

No

Comments: Students are strongly encouraged to meet with their advisor each semester. A student with an academic hold on their account is required to meet with an advisor. Faculty are required to hold 8 office hours a week. A student can either walk-in for advising or schedule an appointment with their advisor.

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

No - Faculty members use the IPFW academic advising manual, even though a bit outdated, as their reference. http://www.ipfw.edu/dotAsset/329688b5-d86c-46e0-9b9d-64fe0dc172eb.pdf

The department has a requirement sheet for each major/program that must be followed strictly by both the faculty and student. The department is in the process of myBLUEprint implementation.
8. Do you collect employment data for your graduates?
Yes

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.

84% of graduates either are employed or continuing their education.

10. If you reported data in question #9, how was this data collected?
The department collects an exit survey of graduating seniors. This is the same survey included in the Final Destinations Survey that graduates can take.

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 MCET department has an Associate degrees in Mechanical Engineering Technology and Industrial Engineering Technology. These are 2+2 program. Students who acquire the Associate degree typically start looking for employment in their field part-time while pursuing their Bachelor’s degree.

There is a significant number of self-employed individuals due to the entrepreneurship nature of some of the MCET degrees.

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.

Engineering Technology (ET) program graduates work in a variety of industries that include manufacturing, construction, technical services, and utilities.

A substantial number of ET graduates work in the engineering field with job titles containing the word “engineer”. The Regional Occupational Growth trends identify
areas of Industrial Engineers (rank #6 – IET graduates), Mechanical Engineers (rank #8 – MET graduates), Cost Estimators (rank #11 – CNET graduates), Manufacturing, Sales, Architectural and Engineering managers, Construction Managers, and Civil Engineering. B.S. MET, B.S. IET and B.S.CNET graduates qualify for and fill some types of these positions.

Engineering Technologies is recognized in the top five of regional completion rates. IPFW Engineering Technologies lead the region in completions.

The report identify the most critical areas of need in engineering (CIP 14) as Industrial Engineers (576 jobs) and Mechanical Engineers (469 jobs).

Quality controls credentials are highly in demand (161 open jobs in 2014, and only 20 completions). IPFW offers a certificate program in quality control through the IET program.

The report says “Projected growth of over 2,200 jobs in the next decade in engineering occupations, representing 11% of job openings requiring at least a 4-year degree. (CIP Series 14)” and “Manufacturing is the region’s number one employer. Manufacturing is the number one job placement industry for those working in engineering occupations.” The MCET department’s ET graduates qualify to fill these types of positions. The hands-on, application oriented, and management aspects of an ET degree prepare students to seek jobs in the manufacturing area.

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

No.

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

Primary Author: Gary Steffen, Chair CEIT

Key Contributors: Barry Dupen, Michael Fruchey, Tim Hamilton, Qing Hao, Wilson Liang, Atefeh Mohammadpour, Ramesh Narang, and Pablo Reynaldo
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 **IA.1** or **IA.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:

   Fully staff the Mechanical Engineering Technology program with a diverse faculty so that we can offer classes more often (enabling students to graduate faster), attract more female & minority students, and develop a graduate program in MET.

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>
<th>1st Plan 2020 Goal</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?

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 |
|------------------|------------------|------------------|------------------|
| 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?

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

Click here to enter text.

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

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

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

Click here to enter text.

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

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

Click here to choose.

Dates:  

Click here to enter text.

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

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


Goal 2

1. Enter a unit goal:

   6-year ETAC/ABET accreditation in every academic program.

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: Rewording

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

5. Type of goal:

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

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

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

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

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

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

Click here to choose.

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

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

Click here to enter text.

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

Click here to enter text.

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<td>Goal does not align with the University's goals.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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

Click here to enter text.

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<td>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  Click here to enter text.
Benefited  Select Yes/No

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

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

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

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

Click here to enter text.

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

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

Click here to enter text.

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

**Click here to choose.**

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

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Goal 3

1. Enter a unit goal:

To learn about students' success and to incorporate the results to further improve IET curriculum and to better satisfy both students and employers by running exist and alumni surveys.
To increase annual undergraduate enrollment by 3 students per year in next 3 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.

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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>
<td>2nd Plan 2020 Goal</td>
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<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
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7. Is the unit goal a high, medium or low priority?
   Click here to choose.

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

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

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

   **RUBRIC**

| 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?
    Click here to enter text.
## RUBRIC

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<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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<th>All performance goals are clearly stated.</th>
</tr>
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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**
   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.

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.
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>
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<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>
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</tr>
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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.

<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>
<th>All performance measures include time frames.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 4

1. Enter a unit goal:
   Hire full-time CNET faculty to take the place of the 3 faculty members who recently retired

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?
   Dr. Atefeh Mohammadpour started fall 2015 as a tenure track assistant professor of Construction Engineering Technology. Her expertise will better prepare students to meet the needs of local industry.
   
   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?
    Click here to enter text.

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

Click here to choose.

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

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

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

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

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

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

Other: Describe: Click here to enter text.

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

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

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

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

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

   Click here to choose.

   Dates:  Click here to enter text.
New Goals for 2015-2016 - #1

1. Enter a unit goal:
   Maintain ABET accreditation for all 3 programs in MCET.

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?

Accreditation helps students with employment, transfers to other universities, and acceptance to graduate school.
9. If continuing your goal, what progress have you made or which action steps have been completed?

The A.S. MET, B.S. B.S. MET, A.S. IET, B.S. IET and B.S CNET are seeking reaccreditation in fall of 2016. Faculty are receiving release, or compensation, to construct the self-study reports used in the reaccreditation process.

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

The continued assessment of student outcomes to improve student learning and preparation of self-study document for fall 2016 accreditation visit.

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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?

An annual report that addresses the achievement of and improvement of student learning. Successful reaccreditation of EET and CPET programs.

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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?

   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?

   Until recently, funding for accreditation and release time for faculty for accreditation was unclear. In the past semester, accreditation fees have now been properly funded on a recurring basis. There is also a 0.08 per semester per program faculty release for assessment purpose.

   An increased quarter-time release for each Program Coordinator once per academic year for small programs, once per semester for large programs. Program Coordinators will review Course Assessment and Improvement Reports, conduct and analyze exit surveys, conduct and analyze graduate surveys, and participate in course scheduling to ensure that students can graduate in 4 years.

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

Previous accreditation reports cited lack of follow-through as a weakness. We are not staffed sufficiently to have the time for closing the loop. We risk not being reaccredited, or being reaccredited on a probationary basis.

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<td>Are clearly stated budget plans included for each goal? If a budget plan is considered 'clearly stated' if it includes an amount and the funding source.</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?

New and continuing state mandates could conflict with ABET criteria, making it difficult to maintain accreditation.
19. What is your timeline for accomplishing this goal?

5+ years

Dates:  This is ongoing.

**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:**

---

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

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

---
New Goals for 2015-2016 - #2

1. Enter a unit goal:

Maintain educational excellence in all 3 programs.

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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<td>III.B - Intellectual programming</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?
The 2016 Legislative Services Agency report on IPFW identifies the low number of mechanical engineers graduating from IPFW as a weakness, and recommends strengthening this area. The university administration has identifies industrial engineering as an area for development and growth.

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

In the last decade, enrollment in the MET program has grown 34% and enrollment in MET classes has grown 60%, while staffing in MET was cut by 50%. We recently hired one new faculty member to relieve the burden.

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

Seek additional full and part-time faculty positions to meet program and industry needs.

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<td>Goal does not 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?

The hiring of additional full or part-time faculty in department programs.
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?

   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?

   There will be minimal forward movement. The MCET programs will continue to struggle with outdated and obsolete laboratory equipment, and will be unable to meet the demands of growing enrollment.

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  3
Benefited Yes

S & W — Recurring  Yes  $\$: 300,000
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  Yes  $\$: 60,000
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?

The addition of one continuing lecturer to teach CAD ($70K), and two tenure-track faculty ($200K) will bring MET staffing levels up to that of IUPUI and Calumet (both of which have fewer MET students). Full staffing will also help Sean Ryan's efforts to match faculty with Purdue TAP projects.

$60,000 in recurring laboratory equipment funding to replace outdated equipment on an ongoing basis. There is no excuse for a 50 year old educational institution to have no plan for maintaining and updating laboratory equipment.

15% salary increases for technicians, secretaries, and faculty, and 25% salary increases for limited term lecturers (total of $30k). During the recent recession employees went without raises for several years. We need to remain competitive in the labor market.
### 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?

None.

### 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?

1-2 years

Dates:  [Click here to enter text.]
| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are time frames included for each performance measure (metric)?** | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

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

1. Enter a unit goal:
   Create a materials engineering minor, to be attached to MET and IET degree programs

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B - Student engagement</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.E.1</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>Choose an item.</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 university administration has identified Materials Engineering as a growth area, requiring new academic programs. It is unlikely that ICHE will approve a Materials Engineering B.S. program on this campus in the near future because of low demand nationally for this major. A minor is the easiest way to begin filling the need, and if it becomes popular, we will have a stronger case for starting a B.S. program. Course offerings should include topics such as these, to support the needs of local and regional industry:

• Materials characterization (requires metallography, polymer, & electron microscopy labs)
• Steel making, shaping, & heat treating (requires heat treat equipment)
• Biomedical materials, properties, & processes
• Corrosion
• Failure analysis and prevention (requires metallography & electron microscopy labs)
• Metal casting and welding (requires casting & welding labs)
• Polymer properties, processing, & characterization (requires polymer science lab)
• Wire drawing
• Fatigue and durability
• Surface engineering & tribology

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?

If properly funded, implement a materials engineering minor.
TASK FORCE COMMENTS AND/OR QUESTIONS:

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

The creation of a materials engineering minor.

<table>
<thead>
<tr>
<th>RUBRIC</th>
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</thead>
<tbody>
<tr>
<td>Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included.)</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.
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>Benefited</th>
<th>S &amp; W — Recurring</th>
<th>Non Recurring</th>
<th>$$:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Select Yes/No</td>
<td>270,000</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>S &amp; E — Recurring</th>
<th>Non Recurring</th>
<th>$$:</th>
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</thead>
<tbody>
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<td>4,000</td>
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<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Equipment — Recurring</th>
<th>Non Recurring</th>
<th>$$:</th>
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<tbody>
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<td>Recurring</td>
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<td>Yes</td>
<td>40,000</td>
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<td></td>
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<tr>
<td></td>
<td>Other — Recurring</td>
<td>Non Recurring</td>
<td>$$:</td>
</tr>
<tr>
<td></td>
<td>Select Yes/No</td>
<td></td>
<td>Click here to enter amount.</td>
</tr>
</tbody>
</table>

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?

Two new tenure-track faculty members ($200K) and one new technician position ($70K).

Nonrecurring $500,000 for a metallography laboratory, a polymer science laboratory, a fatigue testing machine, and new controls on the 60,000 lb. tensile testing machine.

Recurring $40,000 to maintain and improve the materials laboratories.
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

None.

19. What is your timeline for accomplishing this goal?

3-5 years

Dates:   Click here to enter text.
<table>
<thead>
<tr>
<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
</tr>
<tr>
<td>No time frames are included with the performance measures.</td>
</tr>
<tr>
<td>Some of the performance measures include time frames.</td>
</tr>
<tr>
<td>All performance measures include time frames.</td>
</tr>
</tbody>
</table>

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #4

1. Enter a unit goal:

Create a Mechanical Engineering Technology option in the existing M.S. Technology degree

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></th>
<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>1st Plan 2020 Goal</td>
<td>I.E.1</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</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 2016 Legislative Services Agency report on IPFW identifies the low number of mechanical engineers graduating from IPFW as a weakness, and recommends strengthening this area.
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?

Investigation of courses needed for a MET option in the M.S. Technology degree until the faculty lines in this option are fully funded.

| 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?

Creation of an MET option in the M.S. Technology degree.

| 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?

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?

Just the investigation of courses needed for a MET option in the M.S. Technology degree until the faculty lines in this option are fully funded.

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>Benefited</th>
<th>S &amp; W — Recurring</th>
<th>Non Recurring</th>
<th>S &amp; E — Recurring</th>
<th>Non Recurring</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Select Yes/No</td>
<td>Yes</td>
<td>Select Yes/No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$$: 270,000</td>
<td></td>
<td>$$: 6,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$$: Click here to enter amount.</td>
<td>$$: Click here to enter amount.</td>
<td></td>
</tr>
</tbody>
</table>

Manufacturing and Construction Engineering Technology - USAP Report
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?

Full staffing of the MET program (3 additional professors, as listed in Goal #2) is the bare minimum required to begin a Master’s option. Once students begin enrolling, additional faculty lines will be needed.

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

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

None.
19. What is your timeline for accomplishing this goal?

3-5 years

Dates:  Click here to enter text.
New Goals for 2015-2016 - #5

1. Enter a unit goal:

Create degree, or certificate, that will lead Construction Engineering Technology students to obtain a land surveyor license.

2. Status of goal:

☐ Completed    ☐ Eliminated    ☐ Modified    ☐ In Process    ☒ New

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

Click here to enter text.

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

4. If eliminated or modified, state reason:

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

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

5. Type of goal:

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

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

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

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

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

<table>
<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.E.3</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

| 2nd Plan 2020 Goal | I.E.4 | Choose an item. | Choose an item. | Choose an item. |

| 3rd Plan 2020 Goal | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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

Medium

8. Why is this goal important to your unit, the university or both?
The CNET Industrial Advisory Committee has identified a need for Licensed Land Surveyors in the area. No institution in the area offers a degree that will to land surveyor licensing. A significant number of licensed land surveyors in the region will be retiring over the next 5-10 years leaving a no clear replacement pipeline.

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?

    Further gauging of local industry and land surveying programs to determine courses and pedagogy for program delivery.

| 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?

    A report summarizing findings of step 10 above.

| 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?
   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?
   Further gauging of local industry and land surveying programs to determine courses and pedagogy of delivery and a summary report.

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  Yes  $$: 100,000
   Non Recurring  Select Yes/No  $$: 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.
17. If you were to receive the additional resources outlined in question #16, how will they be used?

The hiring of one additional fulltime faculty member (100K).

The upgrade (100K) and maintaining (20K) of surveying laboratory and equipment.

| 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?

State mandates surrounding the licensing of land surveyors.
### 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?

3-5 years

Dates:  Click here to enter text.

### RUBRIC

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

### TASK FORCE COMMENTS AND/OR QUESTIONS: