Program Summary

_Task Force:_ Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. The work of the Freshman Engineering Program is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative. Nice report!

_Criterion:_ #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

_Question:_ Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

The purpose of the first-year engineering program is to prepare incoming students for a successful college career in engineering. Particularly to:

- Prepare students to be successful college students, introducing them to the skills, habits and attitudes that led to success.
- Help students select or confirm their major.
- Increase their motivation to learn and work hard in the major they choose.
- Better prepare engineering majors for sophomore courses, addressing varying weaknesses in preparation for incoming students of varying background; working to give all students a common starting point.
- Develop students’ ability to solve problems that include new and complex elements.
- Develop needed introductory computer skills (e.g., computer calculations, Computer Aided Design - CAD, introductory programming).
- Begin to prepare students for the teamwork required for success in engineering and related professions including: communication skills, mutual accountability, and respect/understanding for individuals with varying backgrounds, approaches & skills; while also preparing students to learn and apply high ethical standards for professional practice.
- Provide a beneficial background for students who end up finding their place in other majors.

_Criterion:_ #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

_Question:_ I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.
First-year Engineering Assessment and Initial Tracking of Student Trajectories:

First-year engineering has long participated in the Engineering Department’s assessment process for course goals that has allowed continuous improvement of individual courses. Recently, efforts were begun to better evaluate the impact of first-year engineering by examining student’s progress in later years. Specific efforts have been:

- Evaluation of student progress by mathematics level for a cohort of students starting together. This effort revealed particularly poor persistence for students significantly underprepared in Mathematics (i.e., students with a placement of 40 - starting in MA 153).
- Evaluation of performance in sophomore courses, particularly the sophomore gateway courses for each engineering major (CE 25000, ME 25000 and ECE 20100)
- Development of a more detailed tracking student by entering cohort. This effort has begun with obtaining permission and access to the student data base, preparing an initial programing for extracting and processing student data based on cohort and applying this to the class admitted in Fall 2004.

New First-year Engineering Classes:

Over the last two years, a total revision of the first-year course sequence to better address program needs was planned, and received approval. This new sequence is being taught for the first time AY 2014/2015. These courses prepare students for sophomore success in problem solving skills, teamwork skills, and major choice. We work toward this by introducing them to a variety engineering problems and problem solving approaches including scientific analysis, physical and virtual modeling, experimental investigation, and engineering design.

Joint 2/3 Program with Engineering Technology for Students Under-prepared in Mathematics:

A new joint program with the engineering technology departments for students significantly under-prepared in mathematics was planned, and received approval. Starting this past summer (2014) this program became the required program for entering engineering students with a Math 40 placement (MA153) or lower. It is also a resource for students who start in Engineering Technology and wish to make a smooth transition to engineering.

Assessment of this group of students’ historical performance found that they have particularly poor persistence in the engineering programs and in retention to the University. Four new program paths were created (one for each of IPFW’s engineering majors) that start these students in engineering technology classes with a smooth path into engineering. Students who complete the first two years of these paths can go on to complete an engineering technology bachelor’s degree with two more years of coursework or an engineering bachelor’s degree with three years of additional coursework. This program provides these students with more thorough preparation for engineering and a smooth alternative path if engineering does not work out for them. In addition it allows students to experience progress in their chosen material right away.

Detailed development and assessment of these courses and program are ongoing.

Student Success Orientation for Parents:

For the summer 2014 New Student Orientation program a special handout and program for parents was developed with an emphasis on training parents on how they can encourage success for their child. Initial parent response to this effort was very positive.
Question: II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.

New First-year Engineering Classes:
The new first-year engineering classes mentioned under "Fostering Student Success" also contribute to this goal. The overall philosophy and approach in these courses is to use active and cooperative learning whenever possible. The course structure includes two 2 1/4-hour studio times each week for project and computer work in order to facilitate the students learning skills to develop and apply their understanding as well as the development of teamwork and computer skills.

Student Research and Publication:
Stephen Heindel, Computer Engineering Student co-wrote and presented a paper on one of our first-year projects at the American Society for Engineering Education’s Annual Conference (S. Moor, S. Heindel, and Y. Liu, "Energy Scavenging - an Introductory Engineering Project," for ASEE 2014 Annual Conference, June 2013)

Question: III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.

Question: IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

The accomplishments listed under goal area I all contribute to this goal as well:

- Assessment & Tracking - provides a more efficient and successful program for our students.
- New First-year Classes - designed to address several student needs and desires to improve their experience.
- Joint 2/3 Program with Engineering Technology - leverages the strengths of multiple programs to provide alternative paths that have a better chance of success for under-prepared students.
- Parent Orientation for Success - addresses a need of this important group of stakeholders and engages them to help contribute to their child's success.

Question: Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.
Enrollment:
The first year program has enjoyed ongoing increases in enrollment for many years. Enrollment and beginning students in the first-year program for the last three years are shown in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment (Fall)</th>
<th>Enrolled Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>206</td>
<td>66</td>
</tr>
<tr>
<td>2012</td>
<td>212</td>
<td>80</td>
</tr>
<tr>
<td>2013</td>
<td>223</td>
<td>108</td>
</tr>
</tbody>
</table>

The total IPFW tuition paid by First-year Engineering students for AY 2013-2014 was over 1.4 million dollars. Most of these students are attracted to IPFW specifically because they can major in engineering.

Distinguished Service Award:
The coordinator of the First-year program division (S. Scott Moor) received an award for distinguished service from the First-year Programs Division of the American Society for Engineering Education (June 2014).

Staffing:
Currently there is only one full time faculty dedicated to first year engineering plus faculty loaned to teach courses and provide advising from the engineering departments. LTLs have also been used for instruction. A second faculty position for the First-year program was approved and a search is currently underway. This new faculty position will provide continuity and greatly improve the programs long-term planning and development.

Publications:


2012: S. Moor, “Introducing Memo Writing and a Design Process with a Four-Week Simulator Project,” American Society for Engineering Education Annual Conference, San Antonio, TX (June 2012). Selected as one of the four best papers out of the fifty-two papers presented in First-year Programs Division sessions.

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

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

All IPFW engineering majors are accredited by ABET (Accreditation Board for Engineering and Technology). First-year Engineering must fit into the four majors’ ABET plans which includes being part of their regular course assessment program and contributing to meeting their overall program goals.

Question: Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?
The first-year program benefits from being part of a larger assessment system and from the contributions of engineering faculty from the major programs to teaching, advising and oversight of first-year engineering. It is constrained by the needs of those programs to meet specific goals for their accreditation.

**Criterion:** #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

**Question:** Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

**Question:** Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

**Criterion:** #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

**Question:** Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

The key inefficiency in the first-year program is the opportunity costs associated with having only one staff member to cover multiple aspects of the program. There is much more that could be done in recruiting, program development, advising, assessment, and student tracking with more faculty who have a long term and primary commitment to the program. The planned addition of a new faculty member in First-year engineering will help this situation significantly.

**Criterion:** #6: IR and Budget Review - Review of your department profile and budget

**Question:** Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: http://www.ipfw.edu/offices/ir/profiles/
Evaluating the IR Department Profile for First-year (Freshman) Engineering requires a unique perspective due to the nature of this as an academic program but without direct graduates and intertwined with the four engineering degree programs.

Student movements in and out of this program are subject to many factors. Completion of the first-year program is defined by completion of specific courses not simply the number of credits accumulated. To be moved out of the program students must have the perquisites to enroll in sophomore engineering courses. This requires case-by-case evaluation by faculty academic advisers and can be delayed if these evaluations are not complete. Transfer students may spend a short time in this program and their numbers vary greatly year-to-year. As a result students can easily spend anywhere from one to five semesters in "First-year Engineering".

While the student enrollment and tuition amounts for the first-year students are called out separately it is important to remember these students are "borrowed" from their future major program and that those major programs provide significant support for the first-year (instruction, advising, and oversight).

To date this program has not had a separate budget and it is logical that its budget will be closely related to the budgets for the four majors it serves. The future separate budget could be accounts in the parent departments' budgets.

**Criterion:** #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

High

2. Comment on the goal's measures:

Appropriate

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

The goal appears to be achievable but we recognize the dependency of the engineering departments

4. Comment on the goal’s relevance:

High

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

* Admissions per working through the enrollment funnel
* Math and physics per working through course work
* Work with CASA on tutoring services

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

Establish First-year Engineering as a joint program of the new engineering departments after the engineering departments split.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
It is planned that the current engineering department will split into two departments in the summer of 2015. First-year Engineering will be a joint program of these two departments. For this program to be successful at meeting its goals the governance, authority, resources, and budget of the program must be clearly defined. First-year Engineering primarily focus on Goal Area 1: Fostering Student Success. In addition, defining how ABET assessment is handled will be essential to meeting specific goals I.A.1 and I.A.2.

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

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

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

High

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

- Work with new department leadership and college administration to establish initial proposal defining governance, authority and resources based on previous memo.
- Seek formal approval by engineering faculty and appropriate administration of proposed governance, authority and resources.
- Develop a separate initial budget for First-year Engineering.

Note: a memo outlining governance and resource issues for a joint first-year program from S. Moor of July 16, 2014 was distributed to the engineering faculty.

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

- Completion of formal agreements between the two new departments and First-year engineering on governance, and authority (answering the issues raised in memo from S. Moor of July 16, 2014).
- Establish an initial budget for First-year Engineering

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

No

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
Administration time and cooperation is needed to establishing this relationship and the programs budget.

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

The cooperation of the two new engineering departments to take time out from their own reorganization issues to work on these First-year Issues is needed.

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

Initial agreements to be completed in 2015.

**Criterion:** #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:** 1. Comment on the specificity of the goal:

   High

   2. Comment on the goal's measures:

   Appropriate

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

   Achievable and likely

   4. Comment on the goal’s relevance:

   High

   5. Comment on the timeline of the goal:

   Looks great

   Possible opportunities for collaboration or suggestions for addressing a gap:

   **Question:** Unit Goal - What is your unit goal?
Improve formal training in Engineering Education of faculty who teach and develop curriculum in the First-year Engineering program.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

1.B.1 Increase opportunities for engaged and experiential learning …  
1.B.4 Expand use of high-impact instructional and advising interventions  
1.B.5 Transform the concept of the college classroom and the delivery of education

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

High

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

- Hire a new first-year faculty with a background in Engineering Education  
- Have current faculty who teach and support the First-year Engineering complete the National Effective Teaching Institute (NETI) workshop sponsored by the American Society for Engineering Education (ASEE) or equivalent training. (One option would be to bring the NETI Co-directors to campus to train faculty in one seminar.)

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

Percent of first-year engineering course sub-sections taught by NETI (or equivalently) trained faculty. Course sub-sections include the lecture time, the project studio, and the computer studio for each offered section of the first-year engineering classes.

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

No

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?
• Fund the planned hiring of a new faculty member with engineering education background.
• Financial and administrative support to regularly nominate and send faculty to the NETI or to funding to conduct a workshop with NETI faculty here on campus.

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

Going to the NETI requires the nomination and sponsorship of the trip by the Dean of the College and current faculty must be willing to attend.

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

Current (2015): hire new faculty,
send at least one faculty member to NETI

Year Two (by Fall 16): 75% of sections taught by trained faculty
Year Three (by Fall 17): 85% of sections taught by trained faculty
Ongoing (Fall 18 +): 90% of sections taught by trained faculty

**Criterion:** #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

   Appropriate

2. Comment on the goal's measures:

   Appropriate—we recognize the importance of gathering baseline data and measurements

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

   Likely

4. Comment on the goal’s relevance:

   High

5. Comment on the timeline of the goal:

   Clear

Possible opportunities for collaboration or suggestions for addressing a gap:

* Collaborate with the Math department on coursework
* Work with CASA on tutoring services

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

Increase the retention to the university of students starting in engineering with low math placement (by tracking student persistence and developing the new Joint Engineering/ET program).

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

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

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

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

I.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.
**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- Complete establishment of the program (currently in its first year)
- Monitor and evaluate student progress through program, improve details as issues become apparent
- Expand review of historical performance and persistence of this group to the university to establish a “before” baseline and tracking methods.
- Monitor student performance and persistence at the university. Evaluate impact on graduation rate from the University and from STEM majors.

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

Student persistence and graduation rate (6 year):

- from the University
- from STEM/ETCS majors

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

No

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

Appropriate replacement of ETCS Advisor, Penny Pereira (retiring) is essential to the smooth functioning and continued development of this program.

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

New ETCS Advisor will need to be trained in the program and their assistance will be required in advising and tracking these students.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
2015: Complete establishment of program; Assess student overall performance & plans after first year.

2016 – 2017: Assess progress of toward degree and major of program students.

2018 – 2020: Assess graduation rates and majors of program students.

**Criterion:** #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:
   - Specific but appears to be redundant (with Goal One)

2. Comment on the goal's measures:
   - Appropriate

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):
   - The goal appears to be achievable but we recognize the dependencies on hiring the new faculty member and engineering departments

4. Comment on the goal’s relevance:
   - High

5. Comment on the timeline of the goal:
   - Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

* Collaborate with the Math department on coursework

* Work with CASA on tutoring services

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

Increase student success in the sophomore year and beyond by developing the new gateway first-year engineering courses based on:

- Engineering education best practices,
- Course experience and ABET course assessment,
- Assessment of students' performance in critical (sophomore-year) beginning courses in their specific engineering major.
**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Goal Area I: Foster Student Success (This is the key point of these new courses)

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

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

High

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

**Course Assessment & Development:**

- Initial course improvement via ABET assessment process, Engineering Education best practices, and instructor experience.

**Program Level Assessment:**

- Establish assessment baseline and improvement goals for student performance in sophomore year and beyond.
- Assess impact on student performance/retention in later years (sophomore and beyond).

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

**Course Assessment & Development:**

- ABET course assessment,
- Use of Engineering Education Best Practices.

**Program Assessment:**

- Performance in Second – Fourth years, particularly in critical second year gateway courses (Student Grades),
- Graduation Rate (from University, in STEM majors, in Engineering Majors).

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

No
**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Planned hiring of new faculty is essential.

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

Cooperation from two parent departments, First-year Engineering is dependent on support from the engineering majors.

Appropriate definition of First-year Engineering as a joint program of the two new engineering departments.

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

2015 - 2016:

1) Course assessment & development processes,

2) Establish program assessment baseline for performance in sophomore year and beyond.

2017 – 2018:

Establish ongoing program level assessment.

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.
Question: Actions - What action(s) does your unit plan to take to support this unit goal?

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

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

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

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

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

Criterion: #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

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

Question: Actions - What action(s) does your unit plan to take to support this unit goal?
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

FEP Freshman Engineering Program

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

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

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

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

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

**Criterion:** #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

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

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

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

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments
FEP Freshman Engineering Program

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

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

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

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

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

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

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

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

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

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

Criterion: #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

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

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

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

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

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

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Indiana University-Purdue University Fort Wayne (IPFW)

Program Write-up with Task Force Comments

FEP Freshman Engineering Program

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

**Criterion:** #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

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

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

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

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

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

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

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