Common Questions

Criterion 1 (STUDENTS).

In what ways do you check up on the early- and mid-career success of your graduates, and how has such monitoring affected your program?

Enrollment trends: any concerns?

Extent of student contact with professors? Appropriate availability of (and use of) TAs?

How does the department ensure that graduation requirements have been met?

How does the department ensure that course pre-requisites have been met?

Criterion 2 (PROGRAM EDUCATIONAL OBJECTIVES).

What was your involvement developing and reviewing the program educational objectives?

Besides the faculty, who else was involved in developing and reviewing the program educational objectives?

Who the major constituencies of CVEEN?

In what ways are the faculty members involved deciding if program objectives are being met?

What role do you play in the assessment of student progress towards achieving program educational goals by the time of graduation?

What strategies does the faculty use to encourage participation in professional societies, internships, FE exam, etc. and to seek life-long learning?

Criterion 3 (STUDENT OUTCOMES)

Tell me about the faculty's role in assessing "learning while in a course." How do you determine if a learning objective or student outcome has been met?

How are the results of your assessment applied to improve the program?

Over the years, what have been some of the **realistic constraints** and **engineering standards** associated with student design experiences?

In the senior design project, what is the role of external review by **representatives from industry**?

In what ways are **communication and teamwork** integrated into the program?

What is the role of **computational methods** in the curriculum, and to what degree is computing used in major design projects?

How well do your students stack up against the rest of the nation in the areas of math, basic science, statistics and data analysis? *[Probe to discover reasons for the response, positive or negative.]*

Criterion 4 (CONTINOUS IMPROVEMENTS):

What sorts of strengths or weaknesses in the program have been revealed in your report? What was done in response?

Criterion 6 (FACULTY):

How is your time split between teaching, **department-related service**, research, and simply **maintaining currency** in your field?

What are the strengths of the faculty in terms of **national and international peer recognition and external professional services**? In what ways are such activities valued and encouraged by the university administration?

Criterion 7 (FACILITIES):

The last general review expressed concern about insufficient **modernization** in laboratory equipment. How do things currently stand for maintaining modern equipment in this or any other respect?

Are there sufficient technicians available for maintenance/use?

Criterion 8 (INSTITUTIONAL SUPPORT)

Any concerns regarding ability of the department to find qualified new professors to take over roles served by those approaching retirement or to prepare for anticipated enrollment increases? Is there any risk of losing **competency-continuity**?

Do you have any concerns or desires regarding **institution support (facilities/funding)** needed to achieve the program objectives (both for students and for maintaining **currency of faculty via conferences/training/etc**)?

In what ways does the program benefit from **institutional support and financial resources**? Is such support funded primarily from state grants or from overhead tax on your research grants? How has this support affected **student achievement**, retention of a **well-qualified faculty**, and overall **daily operations**?

Does the environment (workload, financial resources, etc.) adequately support your **scholarly activities**?

Adequate **funding (and time) to keep facilities current** with advances in technology?

How is **faculty morale and congeniality**? Administrators and peers **supportive**?

GENERAL SUMMARY

Do your students have any unfounded perceptions or criticisms of your program? During the upcoming interview with students, do you anticipate they might express any legitimate concerns that are beyond your ability to correct?

Describe barriers to your own success that are beyond the authority of your program administrators to correct (e.g., government funding cuts, long commute to work, halitosis, *anything…*)

What would most help you do your job better?

What would most help your department chair do his/her job better?

If you could change one thing about the ABET evaluation process, what would it be, and what benefit would you

anticipate from the change?

Potential Answers

Monday, August 17, 2015   11:57 AM

Criterion 1 (STUDENTS).

In what ways do you check up on the early- and mid-career success of your graduates, and how has such monitoring affected your program?

- The students' progress toward completion of their degree is evaluated using a variety of tools. The implementation of the PeopleSoft software package on a campus-wide basis now allows considerable flexibility in implementing these tools. Of particular importance is the DARS (Degree Auditing Reporting System) report. The DARS is essentially an advising report that shows progress toward a degree. Students can request a degree audit report, at no cost through the Web, for the degree program(s) in which they are enrolled, or for degree programs in which they are interested. The DARS report is also intended to help students select courses for future enrollment. University major and graduation (i.e. General Education and Bachelor's degree) requirements are displayed, and the DARS report shows which of these requirements have been fulfilled and which remain to be completed. The report has instructions for easy interpretation, and students can print copies and have them available for consultation with their academic advisors.

- Intermediate status

- Major status

- Graduation Requirement Checklist

- Student Advising

Enrollment trends: any concerns?

Table D-1. Program Enrollment and Degree Data

Civil Engineering at the University of Utah

	Academic Year		Enrollment Year					Total Undergrad	Total Grad	Degrees Awarded			
			1st	2nd	3rd	4th	5th			Associates	Bachelors	Masters	Doctorates
Current	14-15	FT	19	40	54	114	10	237	89	N/A			
Year		PT	2	9	13	53	8	85	40				
1	13-14	FT	30	49	54	133	9	275	107	N/A	71	36	8
		PT	2	9	14	39	6	70	35				
2	12-13	FT	44	56	64	133	7	304	91	N/A	71	40	8
		PT	7	9	12	35	10	73	42				
3	11-12	FT	52	49	44	139	9	293	75	N/A	73	25	10
		PT	12	14	13	39	7	85	37				
4	10-11	FT	69	30	49	120	5	273	73	N/A	44	39	8
		PT	8	2	12	30	7	59	44				
5	09-10	FT	42	34	36	108	2	222	66	N/A	54	34	7

			PT	8	3	11	30	7	59	58				

Extent of student contact with professors?

- Course contact hours listed with each syllabus

- Many instructors have "open door policy."

- 2-4 hours office dedicated office hours is typically for most instructors.

Appropriate availability of (and use of) TAs?

- T.A. have assigned office hours in the Mentoring Center.

How does the department ensure that graduation requirements have been met?

- DARS for students; Graduation checklist for faculty and administration; Student handbook

How does the department ensure that course pre-requisites have been met?

- University pre-requisite check during sign-up; permission codes for other courses not in University system (e.g. Senior Design)

Criterion 2 (PROGRAM EDUCATIONAL OBJECTIVES).

What was your involvement developing and reviewing the program educational objectives?

- Undergraduate committee brought forth recommended objectives in Fall retreat 2014. Faculty made revisions and final approval.

Besides the faculty, who else was involved in developing and reviewing the program educational objectives?

- CVEEN and COE industrial advisory boards

- COE ABET committee

- COE ENAC (Engineering National Advisory Council)

Who the major constituencies of CVEEN?

The primary requirement-generating constituencies of the CVEEN Department are:

- CVEEN faculty
- College of Engineering (COE)
- University of Utah (U of U)
- American Society of Civil Engineers (ASCE).

These constituencies are called "requirement-generating," because they initiate or sponsor initiatives that directly affect the Program and its requirements.

Other constituencies that provide feedback at the program level are:

- CVEEN Industrial Advisory Board (IAB) (http://www.civil.utah.edu/iab)
- COE IAB
- Engineering National Advisory Council (ENAC) (https://www.coe.utah.edu/enac)
- CVEEN alumni board (http://www.civil.utah.edu/alumni)
- Current CVEEN students

In what ways are the faculty members involved deciding if program objectives are being met?

- The CVEEN Program Objectives are directly tied to student outcomes (see Table 3-1). CVEEN has an assessment program to review the student outcomes on a biennial, or annual basis, and report the evaluations to the Department. The CVEEN program continues to improve its processes in evaluating student outcomes and implementing recommendations obtained from assessments, evaluations and student feedback. There is a continuing effort to make assessments more standardized and quantitative across the discipline groups within CVEEN so that year-to-year trends can be identified and evaluated in a systematic manner

Table 3-1 Relationship between Program Educational Objectives and Student Outcomes

Program Educational Objectives	Student Outcomes	Comments
CVEEN graduates will be prepared for the profession of civil and environmental engineering, or related fields, and to apply their knowledge in engineering practice or research	(a) an ability to apply knowledge of mathematics, science, and engineering (b) an ability to design and conduct experiments, as well as to analyze and interpret data (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety,	These student outcomes support the preparation of the CVEEN graduate to apply the knowledge of civil engineering. This is done by preparation in mathematics, science, experimentation, design, teaming, problem solving and communication.

				manufacturability, and sustainability (d) an ability to function on multidisciplinary teams (e) an ability to identify, formulate, and solve engineering problems (g) an ability to communicate effectively (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	
CVEEN graduates are encouraged to seek professional licensure, when appropriate, and to be active in professional organizations, seek opportunities for life-long learning and participate in the betterment of their profession.	(f) an understanding of professional and ethical responsibility (i) a recognition of the need for, and an ability to engage in life-long learning (l) explain the importance of professional licensure	These student outcomes prepare the CVEEN graduate for profession practice in terms of licensure, ethics, life-long learning and professional engagement.
CVEEN graduates are encouraged to seek leadership roles and to be advocates for their profession in solving complex societal issues for the broader good of the community.	(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context (j) a knowledge of contemporary issues (l) an ability to explain basic concepts in management, business, public policy, and leadership	These student outcomes prepare the CVEEN graduate for community involvement and leadership beyond the practice of civil engineering. Also, training relating to business practice is given (i.e., management, business)

What role do you play in the assessment of student progress towards achieving program educational goals by the time of graduation?

The assessment of student outcomes is primarily done at the course-level by the respective instructor with participation from the discipline groups and the CVEEN Undergraduate Committee (UG). The instructor with assistance from the respective discipline group is responsible for: (1) determining the assessment method for each course, (2) gathering the data, (3) performing an assessment, (4) completing the course evaluation, (5) documenting any recommended changes, (6) bringing recommendations to the undergraduate committee for discussion and possible action, and (7) following up on the implementation plan of the recommendation or change, if approved by the faculty body.

i. Table 4-1 Student Outcomes and CVEEN Curriculum Map for Core and Design Technical Elective Courses[2]

ABET student outcomes (a) through (k) and ASCE outcome (l) with the expected Bloom's Taxonomy[1] for level of achievement by graduation: (Co = comprehension, Ap = application, An = analysis, Sy = synthesis). Key to matrix entries (●) = topic of major importance in course. (○) = topic addressed by course in some manner, but not at the Bloom's taxonomy level desired graduation, or technical elective course not completed by all students.	(a) math, sci. engr. (Ap)	(b) experimentation (Sy)	(c) design (Sy)	(d) teams (Ap)	(e) engr. problems (Ap)	(f) prof. & ethical (Co)	(g) communications (An)	(h) impact of solutions (Co)	(i) life-long learning (Ap)	(j) contemporary issues (Co)	(k) engr. tools (Ap)	(l) mang. business, policy, leadership (Co)
CVEEN Core Courses												
CVEEN 1000 Intro. to CvEEN				○	○	●	○	○	○	●		○
CVEEN 2/3/4000 Seminar						○		○	●	●		○
CVEEN 2010 Statics	○				○		○					
CVEEN 2130 Statistics and Eng. Econ.	○	○									○	
CVEEN 2140 Strength of Materials	○				○							
CVEEN 3100 Technical Communication			●			○	●	●	○	○		

Course												
CVEEN 3210 Structural Analysis	●				○						●	
CVEEN 3310 Geotechnical Engineering	○	●			●		○					
CVEEN 3410 Hydraulics	●	●	○		○		○				○	
CVEEN 3510 CE Materials	○	○		○	●		○			○	●	
CVEEN 3520 Transportation Engineering	○	○	●		○		○	●	○		○	
CVEEN 3610 Environmental Engineering	○		○		○			●	●		○	
CVEEN 4910 Prof. Practice and Design II			●	●	○	●	○	○	○	○	○	●
CVEEN Design Technical Electives												
CVEEN 4410 Engineering Hydrology			○		○							
CVEEN 4221 Concrete Design I			○		○							
CVEEN 4222 Steel Design I			○		○							
CVEEN 5305 Intro. Foundations Eng.			○		○							
CVEEN 5420 Open Channel Flow			○		○							
CVEEN 5510 Highway Design			○		○							
CVEEN 5570 Pavement Design			○		○							
CVEEN 5605 Water/Waste Water Treatment			○		○							

[1] (original work: *Taxonomy of Educational Objectives: The Classification of Educational Goals*, pp. 201-207; B. S. Bloom (Ed.) Susan Fauer Company, Inc. 1956) as given in the *ASCE Commentary on the ABET Engineering Criteria for Civil and Similarly Named Programs in the Context of Civil Engineering Body of Knowledge*, Version 3.4, May 10, 2007.
[2] Approved in fall Faculty Retreat 2014, minor changes made during 2014 by undergraduate committee

What strategies does the faculty use to encourage participation in professional societies, internships, FE exam, etc. and to seek life-long learning?

- CVEEN Departmental support of student organizations (ASCE, ACI, etc.)

- Encouragement of taking FE exam

- Professional engagement component in Senior Design

Criterion 3 (STUDENT OUTCOMES)

Tell me about the faculty's role in assessing "learning while in a course."

A variety of methodologies have been employed as internal mechanisms to assess and continuously improve the Program. These are summarized below:

I. *Course examinations and problems.* Specific course problem sets and exams are relatively easy to link to student outcomes (e.g., outcome A, application of basic math and science knowledge) is relatively easy for quantitatively-oriented courses such as those focused on engineering mechanics.

II. *Informal examination of students*. This methodology involves the instructor establishing a metric for a particular student outcome, for instance, achieving 80% correct response about a particular contemporary, social or ethical issue.

III. *Student memos*. Students are asked to write memos based on seminars on some of the "soft" topics associated with certain outcome. These are graded assignments by the CLEAR instructors or course teaching assistants. Students are assessed on their communication skills by the instructional team, faculty visitors, and external advisors. Student work is assessed and the reporting and work products are found in the course folders.

IV. *Student projects*. Extended student projects are a critical feature of certain courses in the curriculum, particularly in the capstone design course (CVEEN 4910). Student work from this course will be made available during the site visit.

V. *Student feedback on questionnaires*. At the end of each course, students provide feedback to the course instructor regarding the administration and delivery of the course. These questionnaires are compiled by the University and given to the instructor to evaluate and make recommendations for improvement.

VI. *Student exit interviews.* The chair of CVEEN conducts exit interviews with all graduating seniors. Part of the format of the resulting document is oriented toward assessing student outcomes.

How do you determine if a learning objective or student outcome has been met?

- By establishing performance indicators (learning outcomes mapped to a specific student outcome)

- Setting a performance goal for the stated outcome

- Gathering data by applying the assessment methodologies listed above

- Assessment of the gathered data

- Evaluation if performance goal has been met

- Make recommendations for improvement, if required.

How are the results of your assessment applied to improve the program?

- Evaluations and recommendations documented in ABET binder

- Returned to CVEEN Department and ABET advisor for review

- Continuous improvement form for other actions

- Faculty meetings and faculty action

Over the years, what have been some of the **realistic constraints** and **engineering standards** associated with student design experiences?

- If you have not had experience with being the instructor for this course, you may wish to defer this question.

- Every project selected in CVEEN 4910 has a real world need to be addressed, which is defined in a request for proposal (RFP). At the beginning of the project, the students are divided into discipline or functional teams usually consisting of three to four members. There is also a project management team which manages the project deliverables and interactions with the discipline teams and the client. Each team has a designated team leader that works with the project management team to execute the various phases of the project. Prior to the start of every semester, a specific project is identified that has a scope suitable for the course. An owners representative is identified that is willing to play that role, and that is motivated to work with the students periodically throughout the semester. These individuals are generally professional engineers that may be employees of a city, a consulting engineering that works for a city, or other interested parties. With the owner's representative, a Request for Proposal (RFP) is written that outlines the scope of the project. The course is divided into three parts. The first part is that of writing and presenting a response to the RFP. The students are required to carefully respond to the RFP stating what it is that they intend to accomplish. The oral presentation that is made is done by a collection of individuals from the various teams.

- Appropriate codes, standards and design guidance are identified by the project team in consultation with the instructor and the client for each project.

In the senior design project, what is the role of external review by **representatives from industry**?

- Representative from industry and state and local government serve as the proxy client for this course. They provide review and feedback to the student teams regarding their proposal, feasibility student and preliminary engineering report.

In what ways are **communication and teamwork** integrated into the program?

- See Table 4-1 above. Teaming and communication are primarily address in CVEEN 3100 and CVEEN 4910, but other activities are spread across the curriculum. CVEEN 3100 has numerous technical writing and presentation activities, which is sponsored by CLEAR. CVEEN 4910 also has writing and communication activities associated with the 3 deliverables listed in the paragraph above.

What is the role of **computational methods** in the curriculum, and to what degree is computing used in major design projects?

- Use of computing tools and software is introduced in CVEEN 1000; Engineering CAD is introduced in Mining Engineering 1050. Various instructors use computing tools in their courses with Excel being the most prevalent software. CAD software is used in CVEEN 4910 to complete drawings and maps required for the engineering reports. Also, students have the option of taking an introductory course in Arc GIS software at the 5000-level.

How well do your students stack up against the rest of the nation in the areas of math, basic science, statistics and data analysis? *[Probe to discover reasons for the response, positive or negative.]*

- CVEEN primarily gathers and evaluations performance of our students using the Fundamental of Engineering (FE) exam. See below.
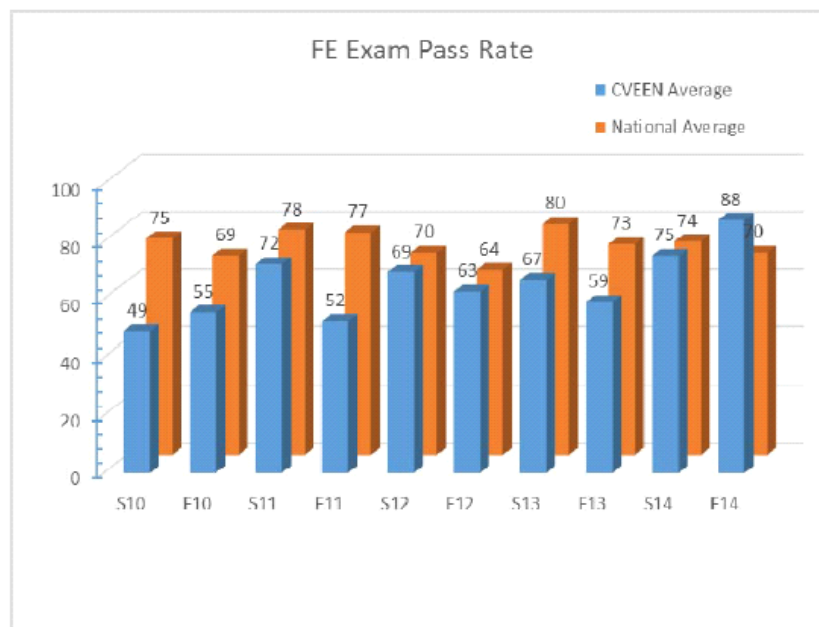
FE Exam Pass Rate

Prior to 2014, CVEEN pass rates for the FE exam ranged from slightly to somewhat lower than the national average, as indicated by Figure 4B2-1. However, as a result of the change to the FE exam graduation requirement in 2014, the CVEEN FE pass rate is comparable to the national average

Criterion 4 (CONTINOUS IMPROVEMENTS):

What sorts of strengths or weaknesses in the program have been revealed in your report? What was done in response?

- Currently, the CVEEN program at the University of Utah is undergoing continued and moderate growth with the relatively recent hiring of a diverse faculty (http://www.civil.utah.edu/). CVEEN graduates receive training in several technical disciplines (e.g., structures, geotechnical, transportation, engineering materials, water resources, and environmental engineering), as well as professional communications and project management. They have

opportunities to seek advanced degrees or additional training in engineering, law, business, or medicine.

- Areas to improve

  - More standardization of the assessment and evaluation process would be useful in order to obtain better metrics and tracking of temporal trends in student performance.

  - In some courses, e.g., CVEEN 2010 (F 2013, Sp 2014, F 2014, Sp 2105), CVEEN 2140 (Sp 2015), CVEEN 3210 (F12), CVEEN 3510 (F14), CVEEN 3310 (Sp. 15), it appears that the success rate in meeting the desired performance level for some student outcomes is less than 80 percent (e.g., 60 to 70 percent), and in some cases, notably less (e.g., CVEEN 3310, Sp. 15). Some of the low achievement levels are due, in part, to the particularly low performance by a group of students that entered in the CVEEN program in fall 2014 CVEEN 2010 and continued into CVEEN 2140 during spring 2015. Notwithstanding this, there appears to be complex, systemic issues associated with lower performance at the entry level of the Program that are under evaluation by the CVEEN Undergraduate committee. These issues may include:

    - General societal and systemic lack of preparation of high school students for a rigorous university education

    - Unauthorized use of homework solutions, sharing of homework and unauthorized working as groups, sharing solutions, and other forms of academic misconduct

    - Participation in these entry-level courses by non-CVEEN students (e.g., mining and geological engineering students) and transfer students (e.g., Salt Lake City Community College), who have not been fully prepared for the rigors of an engineering curriculum

    - Recent changes in the CVEEN instructional team and difference in level of expectations, assessment and teaching methods used by the various instructors.

  - Evaluation and discussions are on-going in the CVEEN UG committee about how to improve students' performance, especially at the entry level to the Program. It is clear that CVEEN needs to attract and retain better prepared students. The December, 2014 Faculty Retreat identified updating the undergraduate program as the number one priority of CVEEN in preparing the new departmental strategic plan (on-going). In addition, CVEEN held a May 2015 meeting with its IAB to further discuss issues related to improving and updating the undergraduate curriculum. Potential solutions or action may include:

    - Improving recruitment of highly qualified high school students and raising academic standards for admission to the Department.

    - Developing remedial courses or additional curriculum offered by CVEEN (e.g., on-line content, etc.)

    - Course-level curriculum changes to CVEEN courses at the 1000 to 2000-level

  - The loss of CLEAR instructional support for CVEEN 4910 (Professional Practice and Design) and changes to CVEEN 3100 have necessitated modifications to how these courses are delivered   These courses are currently being revised to reflect changes in the instructional team.

Criterion 6 (FACULTY):

How is your time split between teaching, **department-related service**, research, and simply **maintaining currency** in your field?

Individual responses will vary according to current faculty responsibilities

What are the strengths of the faculty in terms of **national and international peer recognition and external professional services**? In what ways are such activities valued and encouraged by the university administration?

- Individual responses will vary according to current faculty responsibilities

Criterion 7 (FACILITIES):

How are the laboratory facilities and equipment in the department? How do things currently stand for maintaining modern equipment in this or any other respect? Are there sufficient technicians available for maintenance/use?

The three undergraduate laboratories in CVEEN are supported by three major sources. The laboratory courses have a lab fee that supports the consumables for the lab experience, state provided funds cover the maintenance of existing capital equipment, and an annually state Equipment Fund (BEEF) component provides up to $100k in new capital equipment per year provided 33% matching funds are provided by external sources. The laboratory maintenance and consumables budget is managed by the laboratory manager, Mark Bryant. Capital equipment is proposed by faculty in charge of specific undergraduate laboratories, endorsed by the chair/executive committee and funds requested from the COE Dean's office. Technician support is provided by Mark Bryant and part-time student labor.

Criterion 8 (INSTITUTIONAL SUPPORT)

Any concerns regarding ability of the department to find qualified new professors to take over roles served by those approaching retirement or to prepare for anticipated enrollment increases? Is there any risk of losing **competency-continuity**?

- Currently, the CVEEN program at the University of Utah is undergoing continued and moderate growth with the relatively recent hiring of a diverse faculty (http://www.civil.utah.edu/).

- During this ABET review cycle, several new full-time faculty have joined CVEEN. These include: Dr. Araree Lintereur (Nuclear Faculty), Dr. Luther McDonald (Nuclear Faculty), Dr. Haori Yang (Nuclear Faculty), Dr. Joshua Lenart (CLEAR Program Instructor), Dr. Douglas Schmucker (Lecturer), Dr. Cathy Liu (Transportation Faculty), Dr. Daniel Fagnant (Transportation Faculty), Dr. Amanda Bordelon (Materials Faculty), Dr. Otakuye Conroy-Ben (Environmental Faculty), Dr. Luis Ibarra (Structures Faculty), Dr. Tatjana Jevremovic (Nuclear Faculty).
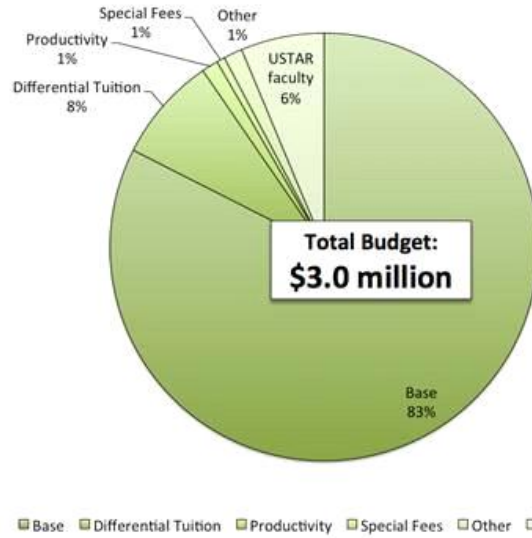
Do you have any concerns or desires regarding **institution support (facilities/funding)** needed to achieve the program objectives (both for students and for maintaining **currency of faculty via conferences/training/etc**)?

- Individual responses will vary according to current faculty responsibilities

In what ways does the program benefit from **institutional support and financial resources**? Is such support funded primarily from state grants or from overhead tax on your research grants? How has this support affected **student achievement**, retention of a **well-qualified faculty**, and overall **daily operations**?

- The primary support for instructional programs is derived from legislative appropriations, student tuition payments, and special fees. Each year, as a result of the state-wide legislative process, increases in base funding and allowable increases in tuition are approved and funding authorizations are passed to each institution in the State.

- The Senior Vice President for Academic Affairs passes a portion of these increases to each academic college, which in turn provide allocations to individual departments (usually in mid-March of each year). Each department head is responsible for evaluating their units and for recommending faculty and staff raises and for requesting other changes in budget allocations to their departments. These recommendations are reviewed and either modified or approved by the college dean, the SrVPAA and the President. Final approval is usually communicated by the end of May of each year and the approved budget is posted at the beginning of the fiscal year (usually in July, although some modifications may occur in response to changes that may arise throughout the fiscal year).

- The unit budget is made up of several components: (1) base funds are augmented by (2) productivity funding that is computed using changes in SCH taught (these funds can increase or decrease, depending on the number of students taking courses) or by (3) other special allocations from the administration (i.e., funding made available to support minority hires, reward top teachers, help with promotion increases, etc.). The college also provides (4) funding to help equip undergraduate teaching labs (Basic Engineering Equipment Funds, or BEEF), and distributes (5) Engineering Differential Tuition funding. Another major source of funding expected in 2015-16 will come from (6) Engineering Initiative Funds, described below.

- Finally, units are able to offset some costs through the assessment of (7) special lab fees, collected throughout the year. Since our prior accreditation visit, another source of funding has come from (8) the USTAR initiative, which allowed the hiring of additional faculty in many of our units and provided new facilities in support of our engineering programs (Sorensen Molecular Biotechnology Building).

- Chart 1 shows the breakdown of this funding for Civil and Environmental Engineering for the year just ending (2014-15). Since expenditures of budget tend to illustrate the actual level of activity, a summary of expenditures on salaries and other support costs are show in Chart 2 (with the exception of BEEF and INITIATIVE one-time equipment funding; these are shown in Chart 3).
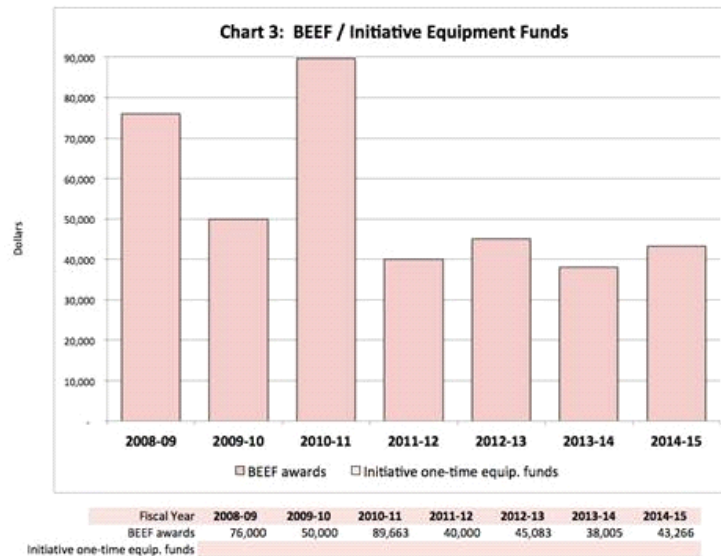
Chart 1: 2014-15 Budget by Source

Special Fees 1%
Other 1%
Productivity 1%
Differential Tuition 8%
USTAR faculty 6%
Base 83%

Total Budget: $3.0 million

Legend: Base · Differential Tuition · Productivity · Special Fees · Other · USTAR faculty

2014-15	Base	Differential Tuition	Productivity	Special Fees	Other	USTAR faculty
2,961.5	2,442.5	235.1	37.0	18.5	41.9	186.5

in thousands of dollars

	McPherson	186.5

Chart 2: State Appropriation Expenditures*

Thousands of Dollars

Legend: Personnel · Other support costs
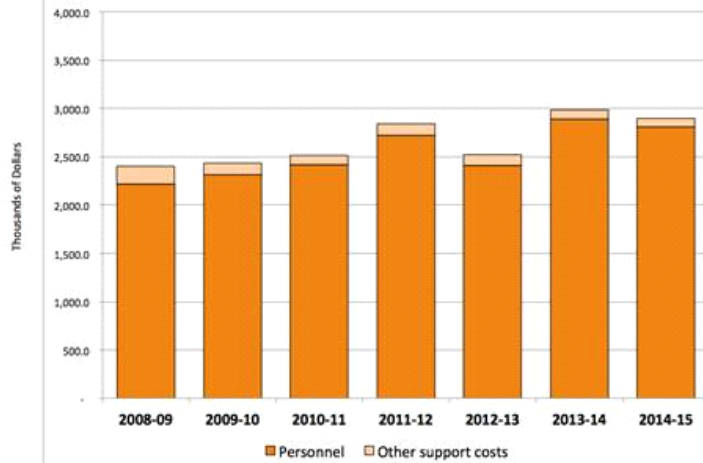
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel	2,219.2	2,314.6	2,416.8	2,725.7	2,413.2	2,891.0	2,815.6
Other support costs	185.2	120.5	99.9	120.4	106.6	99.4	84.7

in thousands of dollars

* excludes USTAR faculty salaries, which are funded separately

Chart 3: BEEF / Initiative Equipment Funds

Fiscal Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
BEEF awards	76,000	50,000	89,663	40,000	45,083	38,005	43,266
Initiative one-time equip. funds							

Does the environment (workload, financial resources, etc.) adequately support your **scholarly activities**?

- Individual responses will vary according to current faculty responsibilities

Adequate **funding (and time) to keep facilities current** with advances in technology?

- Individual responses will vary according to current faculty responsibilities

How is **faculty morale and congeniality**? Administrators and peers **supportive**?

- Individual responses will vary

GENERAL SUMMARY

Do your students have any unfounded perceptions or criticisms of your program? During the upcoming interview with students, do you anticipate they might express any legitimate concerns that are beyond your ability to correct?

Describe barriers to your own success that are beyond the authority of your program administrators to correct (e.g., government funding cuts, long commute to work, halitosis, *anything*…)

What would most help you do your job better?

What would most help your department chair do his/her job better?

If you could change one thing about the ABET evaluation process, what would it be, and what benefit would you anticipate from the change?