Program Mission

CEE Mission

Program Mission Statement:
We offer superior hands-on education through direct and personal student-faculty interactions to prepare Civil Engineers for successful careers in private practice, public agencies, and research organizations. We engage students in internationally recognized research and service in emerging and critical areas to support society and the environment. Our department provides leadership in education, civil infrastructure, and sustainability.

Program Goal (add a minimum of 3 program goal "plan items")

Program Goal 1. Career Advancement

Goal Statement:
Note (for all 5 Program Goals): The CEE department is using the five Program Educational Objectives (PEOs) from our required ABET accreditation process as our Program Goals. It is the ongoing goal of our program to educate students at the undergraduate and graduate levels such that they achieve these objectives. Our Program Goals are ongoing, reviewed annually, and assessed cumulatively during the ABET accreditation visits which occur on a 6-year cycle, as well as by the ongoing assessment of learning objectives. Students also answer questions about these goals in their senior exit interviews.

Goal 1 Statement: Attain career advancement based on a demonstrated ability to apply and expand fundamental engineering principles to the analysis and design of engineering projects, incorporate professional codes and standards, and be aware of social, economic and environmental impacts.

Alignment to UI Strategic Plan Goals:
Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.
Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Indicators/Metrics to Evaluate Progress:
In the 2021 senior exit survey, 100% of students indicated that this objective is appropriate for graduates of the BSCE degree program at UI.

Successful ABET review and accreditation every 6 years, learning objectives regularly achieved at undergraduate and graduate levels. Our last successful ABET review was completed in 2019, the next review will be in 2025.

List of Actions the Program Will Take to Achieve Goals:
Ongoing ABET assessment process.
Goal Achievement Level: In Progress

Program Goal 2. Communication

Goal Statement:
Note (for all 5 Program Goals): The CEE department is using the five Program Educational Objectives (PEOs) from our required ABET accreditation process as our Program Goals. It is the ongoing goal of our program to educate students at the undergraduate and graduate levels such that they achieve these objectives. Our Program Goals are ongoing, reviewed annually, and assessed cumulatively during the ABET accreditation visits which occur on a 6-year cycle, as well as by the ongoing assessment of learning objectives. Students also answer questions about these goals in their senior exit interviews.

Goal 2 Statement: Be an effective and competent communicator regarding civil engineering systems and processes.

Alignment to UI Strategic Plan Goals:
Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.
Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:
Same as Goal 1.

List of Actions the Program Will Take to Achieve Goals:
Same as Goal 1.

Goal Achievement Level: In Progress

Program Goal 3. Life-long Learning and Development

Goal Statement:
Note (for all 5 Program Goals): The CEE department is using the five Program Educational Objectives (PEOs) from our required ABET accreditation process as our Program Goals. It is the ongoing goal of our program to educate students at the undergraduate and graduate levels such that they achieve these objectives. Our Program Goals are ongoing, reviewed annually, and assessed cumulatively during the ABET accreditation visits which occur on a 6-year cycle, as well as by the ongoing assessment of learning objectives. Students also answer questions about these goals in their senior exit interviews.
Goal 3 Statement: Establish a path for life-long learning and continuous professional development through graduate education, short-courses, service on professional committees, and attendance at conferences.

Alignment to UI Strategic Plan Goals:
Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.
Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:
Same as Goal 1.

List of Actions the Program Will Take to Achieve Goals:
Same as Goal 1.

Goal Achievement Level: In Progress

Program Goal 4. Responsibility and Collaboration

Goal Statement:
Note (for all 5 Program Goals): The CEE department is using the five Program Educational Objectives (PEOs) from our required ABET accreditation process as our Program Goals. It is the ongoing goal of our program to educate students at the undergraduate and graduate levels such that they achieve these objectives. Our Program Goals are ongoing, reviewed annually, and assessed cumulatively during the ABET accreditation visits which occur on a 6-year cycle, as well as by the ongoing assessment of learning objectives. Students also answer questions about these goals in their senior exit interviews.

Goal 4 Statement: Meet or exceed the State Board qualification requirements to obtain Professional Engineering licensure and accept higher levels of responsibility in managing personnel and projects requiring collaboration with interdisciplinary groups, elected officials, and the public.

Alignment to UI Strategic Plan Goals:
Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.
Transform (Goal 3): Increase our educational impact.
Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

Indicators/Metrics to Evaluate Progress:
Same as Goal 1.

List of Actions the Program Will Take to Achieve Goals:
Same as Goal 1.

Goal Achievement Level: In Progress

Program Goal 5. Accountability

Goal Statement:
Note (for all 5 Program Goals): The CEE department is using the five Program Educational Objectives (PEOs) from our required ABET accreditation process as our Program Goals. It is the ongoing goal of our program to educate students at the undergraduate and graduate levels such that they achieve these objectives. Our Program Goals are ongoing, reviewed annually, and assessed cumulatively during the ABET accreditation visits which occur on a 6-year cycle, as well as by the ongoing assessment of learning objectives. Students also answer questions about these goals in their senior exit interviews.

Goal 5 Statement: Be accountable for the health, safety, and welfare of the general public, while maintaining the highest ethical and professional practices.

Alignment to UI Strategic Plan Goals:
Transform (Goal 3): Increase our educational impact.
Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

Indicators/Metrics to Evaluate Progress:
Same as Goal 1.

List of Actions the Program Will Take to Achieve Goals:
Same as Goal 1.

Goal Achievement Level: In Progress

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

BSCE

Assessment Report Contact: Fritz Fiedler
Program Changes in Past Year:
The structure of the curriculum has not changed.

We changed the prerequisites for CE 211 to better match the actual mathematics required, and to correct a course number.

We changed the CE 444 course description to include a possible field trip.

Learning Outcomes are Communicated to All Students in Program (check box if true): true
Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: ABET

Import Outcomes Data (from Anthology Outcomes):
By graduation, students will be able to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

By graduation, students will demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

By graduation, students will be able to communicate effectively with a range of audiences.

By graduation, students will be able to recognize ethical and professional responsibilities in engineering situations and make informed judgments.

By graduation, students will be able to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

By graduation, students will be able to develop and conduct appropriate testing or experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

By graduation, students will have the ability to acquire and apply new knowledge as needed, without formal instruction or detailed guidance.

Summary of Student Learning:
ABET assessment data for AY 20-21 are attached. No major deficiencies are noted.

Additionally, the 2021 Senior Exit Survey results are attached.

Summary of Faculty Discussion:
Faculty discussions were held on April 13 2021 (discussed fall 2020 results) and on November 9 2021 (discussed spring 2021 results). Meeting minutes are attached. It is noted that in addition to COVID impacts, students seem less prepared in subjects (algebra) that they should have learned in high school. No major changes are being considered.

Summary of Changes/Improvements Being Considered:
No changes to the actual assessment of learning are being considered.

Inter-rater Reliability:
All faculty use the same rubrics and regular discussions are held.

Closing the Loop:
Assessment is never complete, it is an ongoing process. Attached is our last ABET self-study, completed in 2019. The next ABET review will occur in 2025.

MEngCE

Assessment Report Contact: Fritz Fiedler

Program Changes in Past Year:
None.

Learning Outcomes are Communicated to All Students in Program (check box if true): true
Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:
Import Outcomes Data (from Anthology Outcomes):
The student will be able to conduct research and analyze and interpret results.

The student will be able to communicate professional work.

The student will be able to demonstrate knowledge of degree subject matter; integrate and build on foundation provided by relevant undergraduate degree.

The student will understand the responsibility to enhance the quality of life of the global community through the practice of civil engineering.

### M.Eng. in Civil Engineering

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Assessment Tools</th>
<th>Exceeds Requirements</th>
<th>Meets Requirements</th>
<th>Partially Meets Requirements</th>
<th>Does Not Meet Requirements</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the responsibility to enhance the quality of life of the global community through the practice of civil engineering</td>
<td>Section of project report addressing &quot;societal impact&quot;</td>
<td>Provided a thoughtful analysis of the potential impact of the project on the local community, environmental, social, economic, and/or cultural impact</td>
<td>Provided a sound analysis of the potential impact of the project on the local community, environmental, social, economic, and/or cultural impact</td>
<td>Provided a weak analysis of the potential impact of the project on the local community, environmental, social, economic, and/or cultural impact</td>
<td>Project was &quot;unsatisfactory&quot;. Results of the analysis were not meaningful.</td>
<td>Exceeds</td>
</tr>
<tr>
<td>Understands the responsibility to enhance the quality of life of the global community through the practice of civil engineering</td>
<td>Section of project report addressing &quot;societal impact&quot;</td>
<td>Provided a thoughtful analysis of the potential impact of the project on the local community, environmental, social, economic, and/or cultural impact</td>
<td>Provided a sound analysis of the potential impact of the project on the local community, environmental, social, economic, and/or cultural impact</td>
<td>Provided a weak analysis of the potential impact of the project on the local community, environmental, social, economic, and/or cultural impact</td>
<td>Project was &quot;unsatisfactory&quot;. Results of the analysis were not meaningful.</td>
<td>Exceeds</td>
</tr>
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</table>

Summary of Student Learning:
One MEng student only partially met expectations in two categories, the second and fourth rubric items. No other comments were supplied by the assessing professor, and he is retired. All other MEng students met or exceeded all performance indicators.

Summary of Faculty Discussion:
No program changes are being considered.

Summary of Changes/Improvements Being Considered:
No program changes are being considered.

Inter-rater Reliability:
All faculty use the same rubrics.

Closing the Loop:
No changes have been made to the Master of Engineering program in Civil Engineering for a long time. Assessment is never complete, it is an ongoing process.

MSCE

Assessment Report Contact: Fritz Fiedler

Program Changes in Past Year:
We have not made changes in the last year.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

Import Outcomes Data (from Anthology Outcomes):
The student will be able to conduct research and analyze and interpret results.

The student will be able to communicate professional work.

The student will be able to demonstrate knowledge of degree subject matter; integrate and build on foundation provided by relevant undergraduate degree.
The student will understand the responsibility to enhance the quality of life of the global community through the practice of civil engineering.

**M.S. in Civil Engineering**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Assessment Tools</th>
<th>Successes Requirements</th>
<th>Meets Requirements</th>
<th>Partially Meets Requirements</th>
<th>Does Not Meet Requirements</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of degree subject matter; surveys subject matter, including M.S. thesis and oral defense</td>
<td>Required end-of-degree materials, including M.S. thesis and oral defense</td>
<td>Demonstrates thorough breadth and depth of knowledge in discipline. Demonstrates clinical competence in research area.</td>
<td>Demonstrates breadth and depth of knowledge in discipline. Demonstrates clinical competence in research area.</td>
<td>Demonstrated adequate breadth and depth of knowledge in discipline. Demonstrates clinical competence in research area.</td>
<td>Did not demonstrate breadth and depth of knowledge in discipline.</td>
<td>Needed</td>
</tr>
<tr>
<td>Conducts research and analyzes and interprets the results</td>
<td>Required end-of-degree materials, including M.S. thesis and oral defense</td>
<td>Demonstrates extensive breadth of work in area of research and the ability to build on that knowledge. Demonstrates the ability to plan and execute original research and to analyze and correctly interpret the results.</td>
<td>Demonstrates adequate knowledge of published work in area of research and the ability to build on that knowledge. Demonstrates the ability to plan and execute original research and to analyze and correctly interpret the results.</td>
<td>Literature research was weak. Was able to conduct research and analyze and interpret the results only with supervision.</td>
<td>Did not conduct many of the important works in the field. Research techniques and analysis weak.</td>
<td>Needed</td>
</tr>
<tr>
<td>Communicates professional work</td>
<td>Written M.S. thesis, including appropriate graphics and oral presentation and defense</td>
<td>Thesis was well written, sentence structure and overall presentation was appropriate. Thesis was clear and concise. Oral presentation was clear and concise. Responses to questions were satisfactory.</td>
<td>Thesis was well written, sentence structure and overall presentation was appropriate. Oral presentation was clear and concise. Responses to questions were satisfactory.</td>
<td>Parts of the thesis were poorly written and/or poorly formatted. Oral presentation was sometimes difficult to follow. Responses to questions did not always clarify the point.</td>
<td>Thesis was poorly written and difficult to read. Inconsistent formatting. Poorly presented presentation.</td>
<td>Needed</td>
</tr>
<tr>
<td>Understands the responsibility to enhance the quality of life of the global community through the practice of civil engineering</td>
<td>Oral presentation and response to specific questions by the graduate committee</td>
<td>Provided a thoughtful analysis of the potential impact of the research. Both intended (positive and unintended) impacts were identified.</td>
<td>Provided a thoughtful analysis of the potential impact of the research. Both intended (positive and unintended) impacts were identified.</td>
<td>Provided a weak analysis of the potential impact of the research. No knowledge of intended or unintended impacts was identified.</td>
<td>Did not attempt to analyze the potential impact of the research.</td>
<td>Needed</td>
</tr>
</tbody>
</table>

Summary of Student Learning:
All MSCE students in this cycle have met or exceeded expectations for the provided performance indicators, resulting in successfully completing the MSCE degree.

Summary of Faculty Discussion:
No changes are being considered.

Summary of Changes/Improvements Being Considered:
No changes are being considered.

Inter-rater Reliability:
All faculty use the same rubric.

Closing the Loop:
No changes have been made.

PhDCE
Assessment Report Contact: Fritz Fiedler
Program Changes in Past Year:
No changes have been made.

Learning Outcomes are Communicated to All Students in Program (check box if true): true
Learning Outcomes are Communicated to All Faculty (check box if true): true
Optional: Framework Alignment:
Import Outcomes Data (from Anthology Outcomes):
The student will be able to conduct original research and analyze and interpret results.
The student will be able to communicate professional work.
The student will demonstrate knowledge of degree subject matter and engineering and scientific knowledge of research area.
The student understands the responsibilities to enhance the quality of life of the global community through the practice of civil engineering.
Summary of Student Learning:
All students who completed a PhD degree in CE met or exceeded expectations.

Summary of Faculty Discussion:
No changes are being considered.

Summary of Changes/Improvements Being Considered:
No changes have been considered.

Inter-rater Reliability:
All faculty use the same rubric.

Closing the Loop:
No changes have been made.

MSGeoE
Assessment Report Contact: Fritz Fiedler
Program Changes in Past Year:
No changes have been made.

Learning Outcomes are Communicated to All Students in Program (check box if true): true
Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:
Import Outcomes Data (from Anthology Outcomes):
Demonstrates knowledge of degree subject matter; integrates and builds upon the foundation provided by a relevant undergraduate degree.

Conducts research and analyzes and interprets the results.

Communicates professional work.

Understands the responsibility to enhance the quality of life of the global community through the practice of engineering.
M.S. in Geological Engineering (non-thesis option)

<table>
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<tr>
<th>Performance Indicators</th>
<th>Assessment Tools</th>
<th>Exceeds Requirements</th>
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<th>Partially Meets Requirements</th>
<th>Does Not Meet Requirements</th>
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<tbody>
<tr>
<td>Demonstrates knowledge of degree subject matter</td>
<td>Required end-of-unit, including M.S. thesis and oral defense</td>
<td>Demonstrates a thorough breadth and depth of knowledge in the discipline. Exhibits a high level of competence in research.</td>
<td>Demonstrates both breadth and depth of knowledge in the discipline. Competent in research area.</td>
<td>Demonstrates adequate depth in research area, but lacked breadth in discipline.</td>
<td>Did not demonstrate depth in research area.</td>
<td>Exceels</td>
</tr>
<tr>
<td>Conducts research and analyzes the results</td>
<td>Required end-of-unit, including M.S. thesis and oral defense</td>
<td>Demonstrates extensive knowledge of published work in the area of research and the ability to build on that knowledge. Exhibits the ability to analyze and interpret the results.</td>
<td>Demonstrates adequate knowledge of published work in research and the ability to build on that knowledge. Exhibits the ability to analyze and interpret the results.</td>
<td>Literature research was weak. Was able to conduct research and analyze and interpret the results only with supervision.</td>
<td>Omits many of the important works in the research techniques and analysis.</td>
<td>Exceels</td>
</tr>
<tr>
<td>Communicates professional work</td>
<td>Written M.S. thesis, including appropriate graphics and oral presentation and defense</td>
<td>Thesis was well written and organized, with clear and concise English. Conclusion was logically coherent and well supported. Final presentation was clear and concise. Improvements to questions were made and appropriate.</td>
<td>Thesis was well written. Sentence structure and content were clear and concise. Final presentation was appropriate.</td>
<td>Parts of the thesis were poorly written and/or formatting was incorrect. Oral presentation was sometimes difficult to follow and responses to questions were not always clearly the point.</td>
<td>Was not able to give a cogent analysis of the research and project.</td>
<td>Exceels</td>
</tr>
<tr>
<td>Understands the responsibility to enhance the quality of life of the global community through the practice of civil engineering</td>
<td>Oral presentations and specific questions by the graduate committee</td>
<td>Provided a thoughtful analysis of the potential impact of the research on society, including knowledge of issues related to sustainable, public health and safety related to the research subject.</td>
<td>Provided a thorough analysis of the potential impact of the research on society, including knowledge of issues related to sustainable, public health and safety related to the research subject.</td>
<td>Provided a weak analysis of the potential impact of the research on society and/or was not able to define ethical, sustainability or public health and safety issues.</td>
<td>Was not able to give a cogent analysis of societal concern issues.</td>
<td>Exceels</td>
</tr>
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</table>

Student Name: ____________________  Thesis Advisor: ____________________  Semester/Year of degree completion: ____________________

M.S. in Geological Engineering (thesis option)

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<th>Performance Indicators</th>
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<tr>
<td>Demonstrates knowledge of degree subject matter</td>
<td>Required end-of-unit, including M.S. thesis and oral defense</td>
<td>Demonstrates a thorough breadth and depth of knowledge in the discipline. Exhibits a high level of competence in research.</td>
<td>Demonstrates both breadth and depth of knowledge in the discipline. Competent in research area.</td>
<td>Demonstrates adequate depth in research area, but lacked breadth in discipline.</td>
<td>Did not demonstrate depth in research area.</td>
<td>Exceels</td>
</tr>
<tr>
<td>Conducts research and analyzes the results</td>
<td>Required end-of-unit, including M.S. thesis and oral defense</td>
<td>Demonstrates extensive knowledge of published work in the area of research and the ability to build on that knowledge. Exhibits the ability to analyze and interpret the results.</td>
<td>Demonstrates adequate knowledge of published work in research and the ability to build on that knowledge. Exhibits the ability to analyze and interpret the results.</td>
<td>Literature research was weak. Was able to conduct research and analyze and interpret the results only with supervision.</td>
<td>Omits many of the important works in the research techniques and analysis.</td>
<td>Exceels</td>
</tr>
<tr>
<td>Communicates professional work</td>
<td>Written M.S. thesis, including appropriate graphics and oral presentation and defense</td>
<td>Thesis was well written and organized, with clear and concise English. Conclusion was logically coherent and well supported. Final presentation was clear and concise. Improvements to questions were made and appropriate.</td>
<td>Thesis was well written. Sentence structure and content were clear and concise. Final presentation was appropriate.</td>
<td>Parts of the thesis were poorly written and/or formatting was incorrect. Oral presentation was sometimes difficult to follow and responses to questions were not always clearly the point.</td>
<td>Was not able to give a cogent analysis of the research and project.</td>
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<td>Understands the responsibility to enhance the quality of life of the global community through the practice of civil engineering</td>
<td>Oral presentations and specific questions by the graduate committee</td>
<td>Provided a thoughtful analysis of the potential impact of the research on society, including knowledge of issues related to sustainable, public health and safety related to the research subject.</td>
<td>Provided a thorough analysis of the potential impact of the research on society, including knowledge of issues related to sustainable, public health and safety related to the research subject.</td>
<td>Provided a weak analysis of the potential impact of the research on society and/or was not able to define ethical, sustainability or public health and safety issues.</td>
<td>Was not able to give a cogent analysis of societal concern issues.</td>
<td>Exceels</td>
</tr>
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</table>

Student Name: ____________________  Thesis Advisor: ____________________  Date of M.S. thesis defense: ____________________

Summary of Student Learning:
All students met or exceeded expectations.

Summary of Faculty Discussion:
No changes are being considered.

Summary of Changes/Improvements Being Considered:
No changes are being considered.

Inter-rater Reliability:
All faculty used the same rubric.

Closing the Loop:
No changes have been made.

Student Achievement

Student Achievement
Student Retention:
From the APR dashboard, >95% of undergraduates and >93% of graduate students continued from spring to fall 2021. The APR dashboard does not indicate how undergraduate students who graduated are handled, but given these high percentages they must not be included in the percent.

Student Persistence:
From the Institutional Research dashboard for Civil Engineering majors starting Fall 2020:

Student Completion:
From the APR Dashboard, Enrollment and Completion:

Student Postgraduate Success:
CEE has a 94% placement rate, which is a 2015-2020 average from the U of I First Destination Survey. From senior exit surveys, it appears that all students who want a job can get one, and many students have multiple job offers. Senior exit survey results for 2021 are included in a separate section.

Identify Equity Gaps:
From the APR Dashboard data, the CEE department does not have significant equity gaps, but there may be effects of small samples and a priori self selection. Of note is that women have higher cumulative GPAs than men, and asians and hispanics have higher GPAs than whites. The GPAs for whites, native americans, and blacks are not significantly different. Moreover, gaps in incoming GPA between first generations students and not first generation students are closed at UI in CEE.
Effective Learning Environment and Closing Equity Gaps:

We appear to provide an effective learning environment for students with different backgrounds and races.

**Demand and Productivity**

**CEE Demand and Productivity**

**External Demand:**

Completed. Enrollment is generally up slightly.

**Internal Demand:**

Completed. Demand for CE undergraduate courses is almost entirely from CEE students, as is expected for an engineering department. At the graduate level, faculty in the Center for Ecohydraulics Research offer courses that are taken by students in other department. In AY 20-21, in three classes the total enrollment was 38, and 23 of these (60%) were non-CE students.

**Credit Productivity:**

This is primarily a function of enrollment in CEE, since students in CEE are required to take CE courses, and with the exception of certain graduate classes, students from other departments are not.

**Financial Health and Resources**

**Financial Health and Resources**

**Financial Health:**

We are effectively delivering our programs, but we are starved of both faculty and administrative/technical support resources. Our Gen Ed budget is not controlled by the department, so we are unable to effectively manage our own human resources. The CEE department needs at least 3 additional faculty, and 2 support staff (including a dedicated technician) to effectively grow enrollments and research expenditures. The cost of being starved for resources is low morale and necessitates reduced number and diversity of upper division and graduate course offerings, making us less attractive to potential students.

**Efficient Use of Resources:**

We do the best we can with the resources provided to us by closely monitoring incidental costs (e.g., encouraging people not to print many pages and not to print in color), but the vast majority of our budget is for salaries, and those are not controlled by the department.