

3–5 YEAR PLANNING HORIZON

Outcome-Focused Goals, Objectives, and Metrics

The following thinking represents the organization’s goals for the next 3–5 years. These goals are outcome-oriented statements that define what will constitute NCEES’ future success. The achievement of each goal will move the organization toward the realization of its envisioned future. The objectives reflect the broad range of directions that will be undertaken to change existing conditions in order to achieve the goal.

Standards

NCEES is the recognized leader in developing and establishing licensure standards that serve to safeguard the public, are used by all member boards, and lead to increased mobility.

International

The NCEES examinations will increasingly be used outside the United States as an outcomes assessment tool and to assist in determining minimum competency.

Public Awareness

The general public has greater understanding that engineering and surveying licensure are essential to safeguarding public health, safety, and welfare.

Growth of Licensure

The demonstrated value of licensure will result in continued growth in the number of licensed engineers and surveyors.

Organizational Governance

NCEES’ governance processes and structures will facilitate active engagement of all member boards.

Education

Education standards for entry into professional practice and for continued licensure will continually evolve to reflect minimum requirements for the protection of the public.

STANDARDS GOAL

NCEES is the recognized leader in developing and establishing licensure standards that serve to safeguard the public, are used by all member boards, and lead to increased mobility.

Priority Objective

1. Increase acceptance of Model Law Engineer/Model Law Surveyor among member boards.

Strategies

- a. Expand and maximize the use of NCEES systems to facilitate uniformity among member boards. *High priority*
- b. Charge the MBA committee/task force to promote the adoption of the NCEES *Model Law* for mobility purposes. *High priority*
- c. Benchmark common continuing education requirements by all member boards, and develop an action plan to promote the adoption of common standards for continuing education requirements. *High priority*
- d. Continue to serve as a resource to member boards on international matters related to licensure.
- e. Enhance and maintain a system whereby NCEES maintains the pertinent credentials for licensed individuals to include exam results, the evaluation of education, Council Record information, etc. Make it available electronically to all member boards to better facilitate mobility.
- f. Create a crisis communications plan (through member board level).

Metrics

- 75% of member boards are using the automatic approval option in the NCEES E3 system to approve CBT examinees for fundamentals exams by 2018.
- By 2018, the Council has developed and adopted a plan to provide uniformity to continuing education requirements to enhance mobility.
- A crisis communication plan is developed and available on the NCEES website by October 1, 2016..
- 7 to 10 member boards will use the NCEES record information for a candidate's application for initial licensure or comity licensure within 2 years of the release of the revised E3 system (2017).

INTERNATIONAL GOAL

The NCEES licensure standards will increasingly be used outside the United States as an outcomes assessment tool and to assist in determining minimum competency.

Priority Objective

1. Promote the use of the NCEES fundamentals exams as outcomes assessment tools to all foreign programs that attain ABET accreditation for engineering and surveying programs.

Secondary Objective

2. Promote the use of the NCEES PE exam for use in determining minimum competency.

Strategies

- a. Educate member boards on the need and value of international comity.
- b. Increase NCEES' participation in the activities of internationally based engineering licensure organizations.
- c. Facilitate international agreements between member boards and international entities that make requests.

Metrics

- NCEES exams are offered in 5 additional foreign countries within 3 years (2018).
- Track international examination statistics.
- Within 2 years (2017), NCEES will develop and implement a plan to promote the use of the fundamentals examinations as an outcomes assessment tool to all foreign EAC/ABET-accredited programs that have an existing Pearson VUE testing center in the area.

PUBLIC AWARENESS

The general public and other key stakeholders have a greater understanding that engineering and surveying licensure are essential to safeguarding public health, safety, and welfare.

Priority Objective

1. Increase awareness of licensure and the value of licensure to the public and key stakeholders.

Strategies

- a. Continue outreach events/activities in concert with the annual meeting as appropriate.
- b. Utilize Emerging Leaders program to promote the value of licensure and to provide the opportunity to receive feedback concerning the licensure process.
- c. Develop a tool kit to assist member boards in legislative efforts.
- d. Continue to promote the value of licensure through AAES and professional/technical societies.

Secondary Objective

2. Educate the public on roles of professional engineers and surveyors.

Strategies

- a. Explore additional opportunities to promote engineering, surveying, and licensure to the audiences defined in the integrated marketing plan, i.e., DiscoverE, Family Day, and National Surveyors Week.

Metrics

- Surveys conducted by Emerging Leaders are compiled and utilized for marketing purposes (2016).
- Tool kit to assist member boards with legislative actions is developed and available as a resource to all member boards via the NCEES website by October 1, 2016.

GROWTH OF LICENSURE GOAL

The demonstrated value of licensure will result in continued growth in the number and diversity of licensed engineers and surveyors.

Priority Objective

1. Increase the understanding of the value of licensed engineers and surveyors by academia, students, corporations, government, and the general public. Consider actions that the Council can pursue to increase the population and diversity of candidates taking the NCEES examinations.

Strategies

Academia/Students

- a. Use the Emerging Leaders program to better understand impediments to licensure and the motivation for individuals to pursue licensure.
- b. Evaluate move to year-round testing for FE and FS computer-based examinations.
- c. Increase the number of licensed faculty.
- d. Increase the opportunities for engineering and surveying students to be presented information regarding the value of licensure. (Way to engage board members and other volunteers)
- e. Increase the exposure of students to professional practice.

Corporate/Government/Public

- a. Explore alternative methods of measuring experience in order to qualify for licensure.
- b. Seize opportunities to promote the value of licensure.
- c. Monitor key areas through options like Google Analytics.

Member Boards

- a. Facilitate process to assist member boards that decouple experience as a requirement to take the PE exam. Provide data and support for decoupling the experience requirement from the exam requirement.
- b. Encourage member boards to notify NCEES immediately regarding legislation or issues that could affect the regulatory environment.

Metrics—To be reviewed

- Amend the integrated marketing plan to incorporate feedback from the Emerging Leaders program and to include additional outreach efforts for promoting licensure to engineering and surveying faculty (2016).
- Develop and implement a minimum of 2 new marketing campaigns/efforts annually that provide engineering and surveying students with information concerning the benefits of licensure.
- Provide free credentials evaluation to faculty who graduated from foreign programs to facilitate licensure. Track and measure number of faculty who exercise this option.
- Track and measure results for candidates allowed to take the PE exam prior to obtaining 4 years of progressive engineering experience.

ORGANIZATIONAL GOVERNANCE GOAL

NCEES' governance systems, processes, and structures will facilitate active and effective engagement of all member boards.

Priority Objectives

1. Increase leadership identification and development opportunities.

Strategies

- a. Assign mentors at zone meetings and annual meetings.
 - b. Identify and track leaders; educate member boards about the leadership process.
 - c. Provide synopsis of paths to leadership to provide a clearer understanding for people interested in pursuing leadership positions.
 - d. Explore more opportunities for younger/newer members to engage in volunteer/leadership opportunities
 - e. Promote the role of member boards within the organization of NCEES.
2. Maintain financial support of delegates to attend Council meetings.

Strategy

- a. Continue to provide funding as approved in the budget process for members to attend NCEES meetings.

Secondary Objectives

3. Increase effective participation of members and member boards to increase national engagement.

Strategies

- a. Explore opportunities to engage younger professionals in the work of NCEES.
- b. Increase effective engagement by member boards at NCEES meetings.
- c. Investigate possible barriers to member board engagement with NCEES.

Metrics—to be reviewed

- Develop a survey to ascertain existing impediments to greater member engagement with NCEES or pursuit of a leadership position; issue survey to all members of NCEES member boards within the next 12 months (2016).
- Each zone vice president assigns annually a mentor to all new attendees at each zone meeting.
- By 2017, develop and include information concerning paths to NCEES leadership positions in all messaging and orientation information provided to new members.
- Collect quantitative data to provide analysis of the impact of NCEES providing additional funding to new members and MBAs to attend NCEES meetings (2017).

EDUCATION GOAL

Education standards for entry into professional practice and for continued licensure will reflect continually evolving minimum requirements for the protection of the public.

Priority Objective

1. Lead the dialogue on the appropriate education required for initial licensure.

Strategies

- a. Continue the dialogue with professional and technical societies related to engineering and surveying education reform.
- b. Consider a new practice-oriented pathway to satisfy the new position statement on future education requirements for initial engineering licensure.

Second Priority Objective

2. Promote and assist with the uniform adoption and application of NCEES guidelines for continuing professional competency (CPC).
 - a. Partner with professional and technical societies to promote NCEES CPC guidelines.

Secondary Objectives

3. Increase NCEES' ability to anticipate and define future educational needs.

Strategies

- a. Continue participation in and engagement with ABET. *High priority*
- b. Establish a way to be notified when member boards change education requirements (board profile). *Medium priority*

Metrics to be reviewed

- NCEES representatives are nominated to ABET board and commissions annually.
- Each member board reviews and updates its respective board profile on MyNCEES within the next 12 months (2016).
- Alternate pathway model for initial engineering licensure is developed for consideration by the Council (2017).