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|  | **18/19 Program Assessment Report : {Mechanical Engineering Technology}** | | | | | | | |
|  | | Demonstrate the use of CAD software, tolerancing, and design process | Properly select materials based on properties, understanding testing methods and reports | **Properly select machine elements using analysis of stress and strain properties for beams, shafts, columns and frames** | Demonstrates an understanding of Fluid Mechanics, Test Setup, and Troubleshooting hydraulic circuits. | Demonstrates an understanding of project management, documentation,  reporting,  and presentation | **Comments/ Action Plan** |
| **Course Name and number: MECT 1150**  **Assessment tool (Drawings, Midterm, and Final):**  **Benchmark: C or better**  **Faculty (Full time): Mike Beebe**  **Number of students:29** | | 100% Meet the benchmark with using the drawing, midterm and Final |  |  |  |  | **Outcomes were aligned for ABET and**  **BS Degree in Mechanical Engineering**  **Action Item: Working with adjuncts to make certain we are aligned** |
| **Course Name and number: MECT 2230**  **Assessment tool (Lab reports and Final):**  **Benchmark: C or Better**  **Faculty (Full time):Mike Beebe**  **Number of students:28** | |  | 100% Meet the Benchmark with lab and final |  |  |  | **Outcomes were aligned for ABET and**  **BS Degree in Mechanical Engineering**  **Action Item: Working with adjuncts to make certain we are aligned** |
| **Course Name and number: MECT 2440**  **Assessment tool (Midterm and Final):**  **Benchmark: C or Better**  **Faculty (Full time):Mike Beebe**  **Number of students:32** | |  |  | 81% Meet the benchmark with only using the final and midterm |  |  | **Outcomes were aligned for ABET and**  **BS Degree in Mechanical Engineering**  **Action Item: Working with adjuncts to make certain we are aligned** |
| **Course Name and number: MECT 1750**  **Assessment tool (Midterm and Final):**  **Benchmark: C or Better**  **Faculty (Full time): Mike Beebe**  **Number of students:11** | |  |  |  | 72% meet the midterm benchmark, 100% meet the final benchmark |  | **Outcomes were aligned for ABET and**  **BS Degree in Mechanical Engineering**  **Action Item: Working with adjuncts to make certain we are aligned** |
| **Course Name and number: MECT 2910**  **Assessment tool (Final Grade):**  **Benchmark: C or better**  **Faculty (Full time):Mike Beebe**  **Number of students:42** | |  |  |  |  | 100% meet the benchmark with using final report and presentation | **Outcomes were aligned for ABET and**  **BS Degree in Mechanical Engineering**  **Action Item: Working with adjuncts to make certain we are aligned** |

**Important Notes: Please give a brief explanation of the assessment tool used. Remember that you can have more than 4 outcomes and multiple assessment tools if necessary.**

**Reflection question to help you write your comment narrative and choose your benchmarks**

**BASIC PARAMTERS:**

* Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
* This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
* Each faculty member should assess at least one program outcome.
* First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
* Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

**REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.**

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above \* for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.