

Program Assessment Report

14/15 Program Assessment Report					BASELINE YEAR
	Demonstrate the use of computer aided engineering design, using 2D & 3D drawings, sketching and solid modeling.	Properly select materials based on their physical properties	Properly select machine elements using analysis of stresses and properties for structures, frames, beams and columns.	Demonstrate an understanding of fluid mechanics.	Comments
Course MECT1150 Assessment Final Exam Benchmark Grade of C or better Faculty Ken Ekegren	70% of students met benchmark 43 students				This number is skewed due to the fact that 10 of the students (25%) did not submit a final project, which was their "exam." The final only accounts for less than 10% of their grade which may be why so many chose not to submit it. Over 90% of those that submitted met the benchmark.
Course: MECT2230 Assessment: Final Exam Benchmark: Grade of C or better Faculty Ken Ekegren		82% of students met benchmark 22 students			This seems to be a reasonable percentage for this class. However, upon review of the three tests given, Test #2 would be a better indicator as it covers more of the engineering materials in general, when compared to the last test.
Course: MECT2440 Assessment: Final Exam Benchmark: Grade of C or better Faculty: Ken Ekegren			75% of students met benchmark 12 students		Difficult to judge on such a small sampling. Larger class will show more conclusive evidence in 15/16 findings.
Course: MECT1750 Assessment: Lab Report Benchmark: Grade C or better Faculty: Ken Ekegren				Data unavailable	I do not teach this spring semester course. I will have to contact the teacher for the Spring 2016 semester and retrieve data for next year.

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14/15 Program Assessment Report					BASELINE YEAR
	Demonstrate basic understanding of industrial electricity applied to power, circuits and programmable controllers	Work in teams to apply critical thinking skills and engineering concepts to complete real world projects.	Apply computer programming that generates code to operate robotic equipment.		Comments
Course ELET1710 Assessment Final Exam Benchmark Grade of C or higher Faculty Randy Storms			X		
Course: ELET2240 Assessment: Final Project Benchmark: Grade of C or better Faculty Randy Storms	x				
Course: MECT2910 Assessment: Final Presentation Benchmark: Grade of B or better		x			

Faculty: Ken Ekegren					
Course: Assessment: Benchmark Faculty:					

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

BASIC PARAMETERS:

- 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.

