

Report on Program Review & Assessment

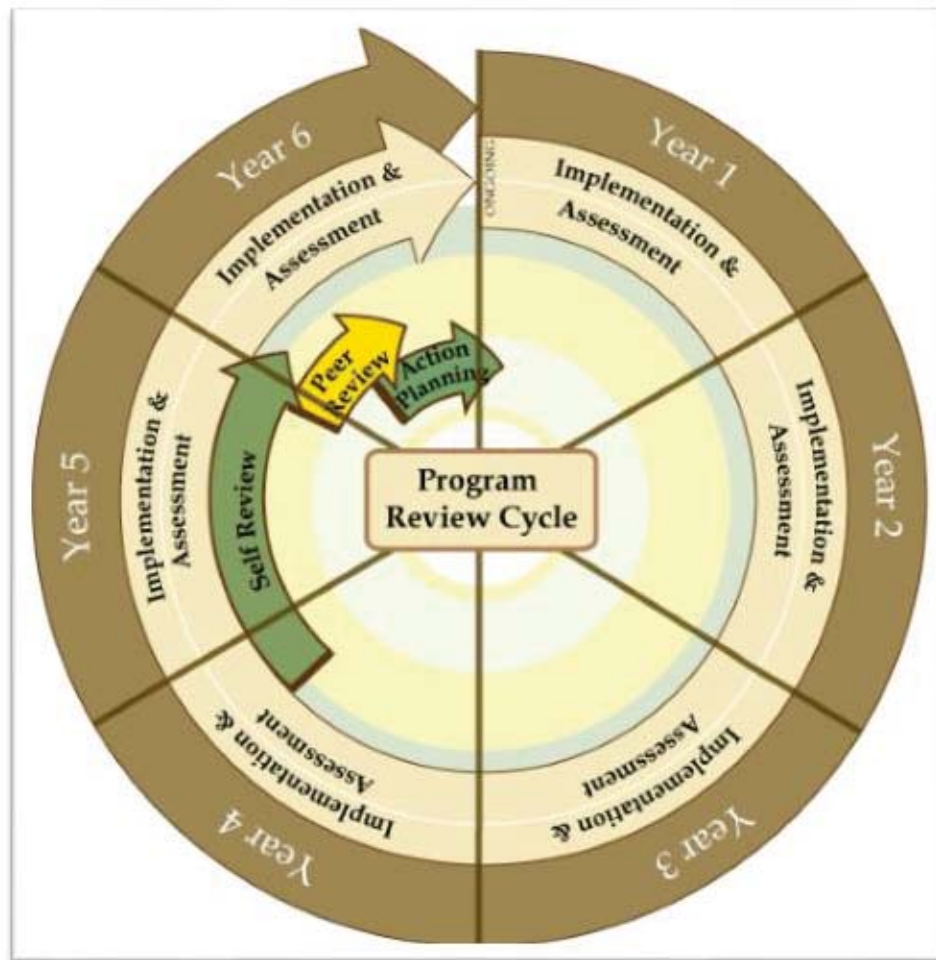
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February



Program Review Cycle

I Poly, we practice a continuous cycle of review and assessment. For some programs it is a 6-year cycle; for some accredited programs it is a 5- or 7-year cycle.



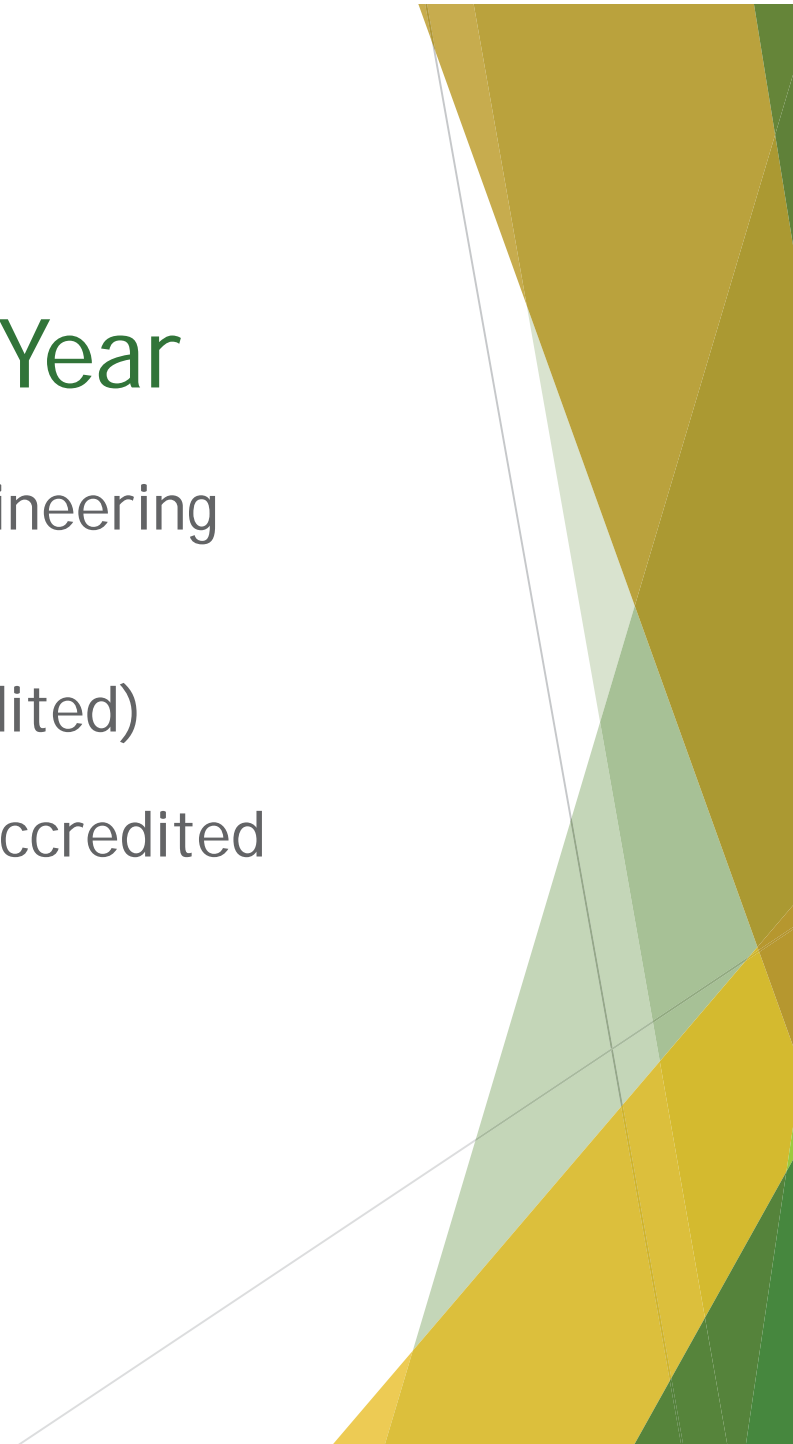
Summary for 2014-15 Academic Year

NG: All graduate and ABET accredited engineering programs within CENG

ED: Architectural Engineering (ABET accredited)

FES: BioResource & Ag Engineering (ABET accredited)

OB: Industrial Technology (ATMAE)



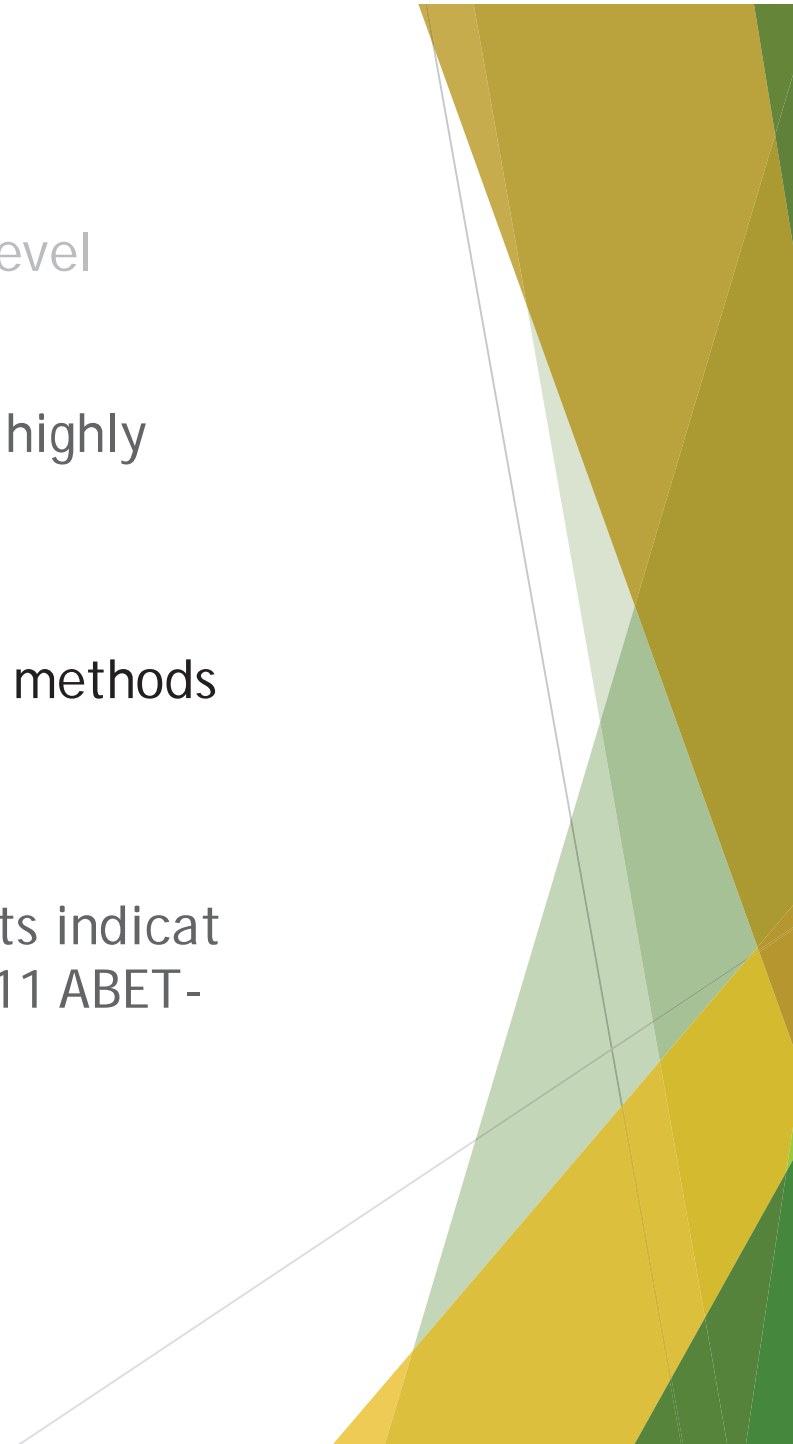
Assessment Trends

Following trends can be seen in Engineering program-level assessment

Engineering assessment plans range from developing to highly developed (based on the WASC rubric).

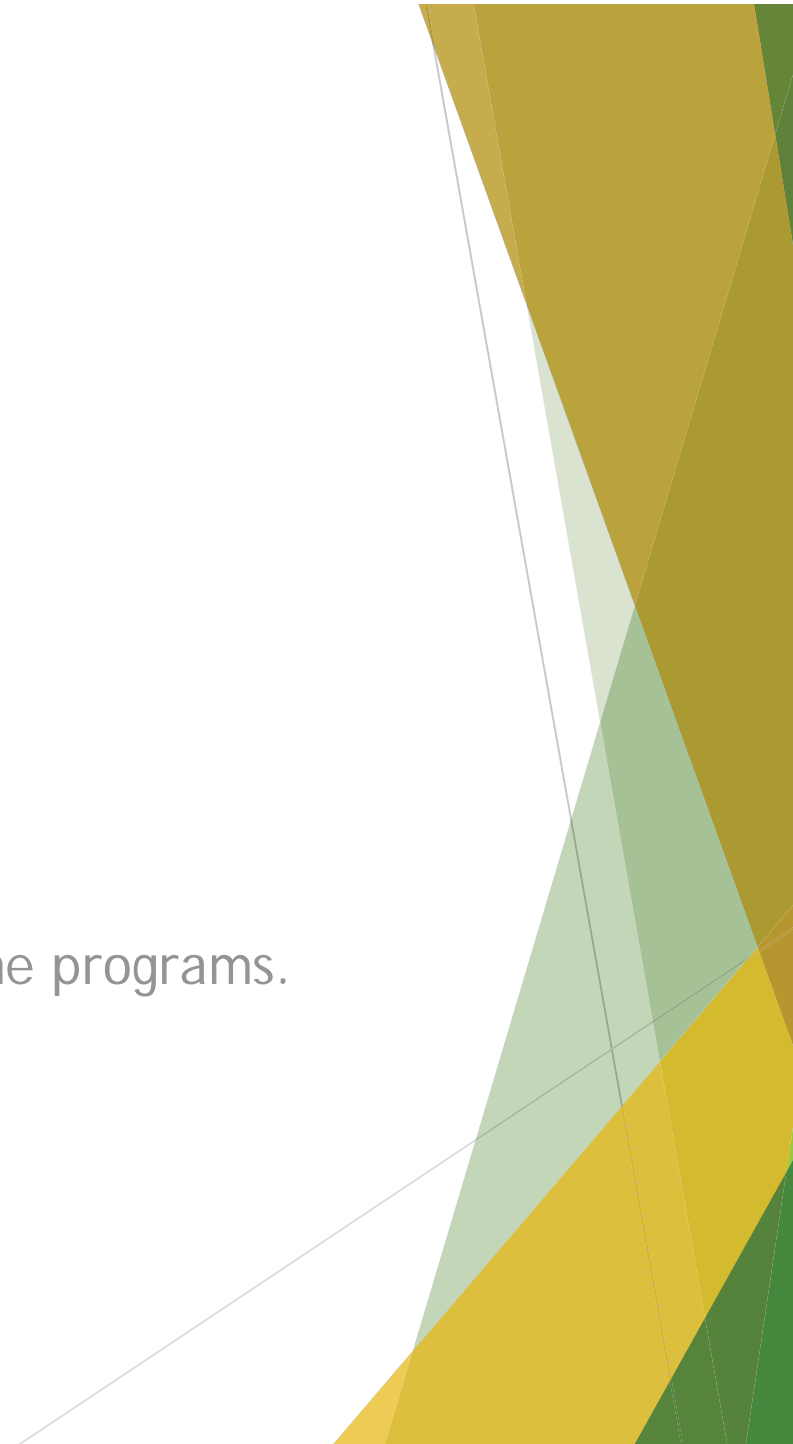
There is effective use of direct and indirect assessment methods across CENG programs.

Industry Advisory Boards and employer survey results indicate levels of satisfaction and achievement tied to the 11 ABET-required learning outcomes being measured.



est Practices

llowing examples showcase best practices within the programs.



Architectural Engineering

CE faculty created committees to review introductory, analysis, and design courses.

The committees reexamined course objectives and course content and implemented changes in the mode of instruction in several courses to gain efficiencies.

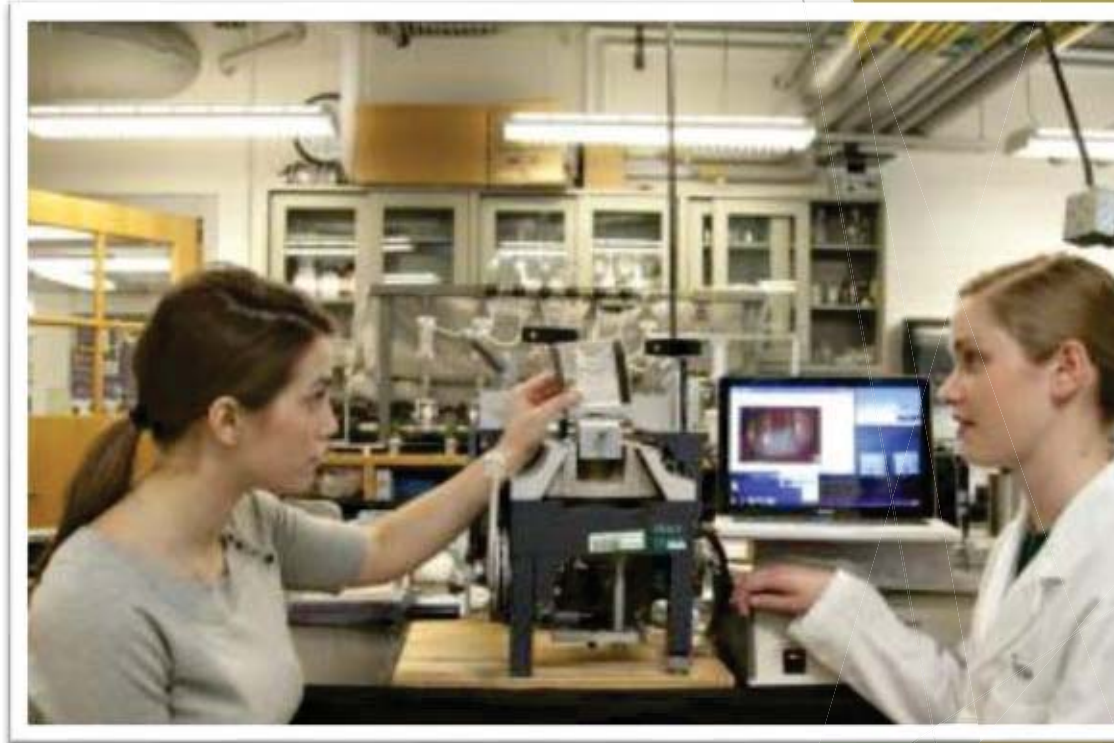
A number of other courses were added, modified or eliminated to achieve desired results.



Medical Engineering

Survey findings revealed students needed more solid modeling experience and familiarity with topics in 3F Professionalism and Ethics.

To close the loop, BMED faculty added a solid modeling class ME 228, now required for all students; and improved coverage of 3F Professionalism and Ethics with more in-depth emphasis in BMED 450.



Electrical Engineering

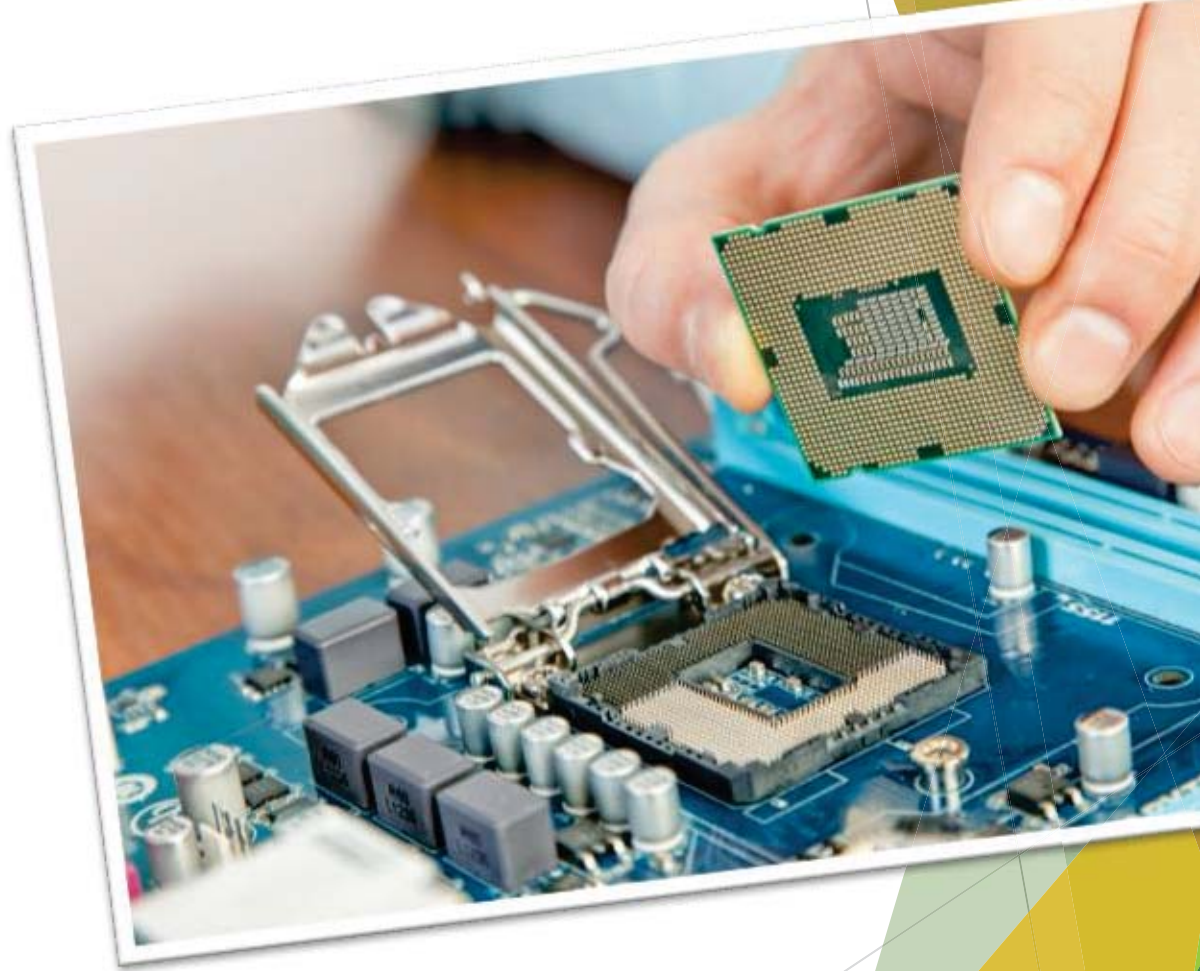
The program was able to identify several issues for program improvement including the Senior Project design experience, student retention of information, and variability of faculty teaching effectiveness, and 3F Ethics and Professionalism improvement.



puter Engineering

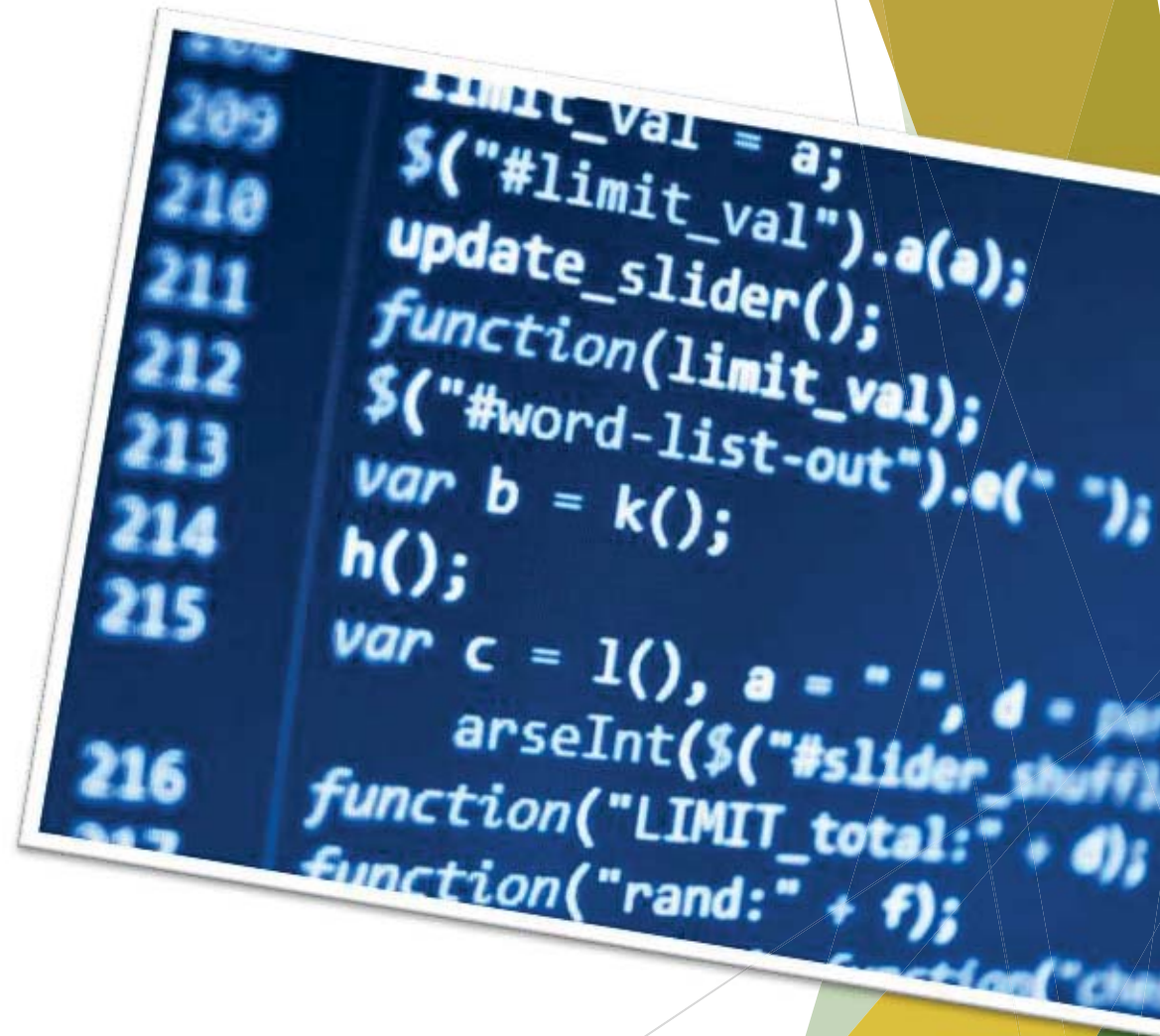
the addition of CPE 123 has shifted attitudes towards finding computing more creative and increased 2-yr persistence rates from 73% to 82%

Another curricular improvement was to have a Discrete Structures course (CSC/CPE 141) to upper division for improved retention of the material.



puter Science & Software Engineering

ent results revealed improvements
cused on the ability to design and
experiments and analyze and
et data. To address this issue, a CSC
al Project with rubric was introduced.



```
209 limit_val = a;  
210 $("#limit_val").a(a);  
211 update_slider();  
212 function(limit_val);  
213 $("#word-list-out").e(" ");  
214 var b = k();  
215 h();  
216 var c = l(), a = " ", d = per  
217 arseInt($("#slider_shuffle  
function("LIMIT_total:" + d);  
function("rand:" + f);  
function("che
```

Industrial and Manufacturing Engineering

er Surveys indicate the MfgE program highly valued by employers.

ent findings identified ethics, manufacturing engineering programming and large-scale enterprise IT/IS as areas for targeted improvement.



Materials Engineering

The MATE program targeted 4 program learning outcomes by assessing the capstone Senior Project, which consists of an oral presentation, a written report and a poster presentation at a college-wide exposition.

Findings indicated that all of the PLOs being measured were being achieved at the expected level.



Resource & Agricultural Engineering

Based on lower FE Exam scores, BRAE faculty identified several ways to help students prepare for the exam and pass rates have improved dramatically to 66%.



Program Review Goals

Continue to use feedback from the review process into the planning process for the department.

Goal: integrate outcomes/findings of program reviews into the campus planning and budgeting processes, e.g., through negotiating formal action plans with mutually agreed-upon commitments.



uestions or Comments?

