



# Calendar-Year Program Report



Program Title: Sustainable Energy Tech  
Calendar Year: 2020

**TABLE OF CONTENTS**

Courses and Outcomes Assessed (entered by director of assessment) .....2  
Aggregate Report (entered by director of assessment) .....3  
Discussion of Results (completed at symposia).....4  
Data-Driven Decisions (completed at symposia) .....5  
Resource Allocation Requests (completed at symposia) .....6  
Suggestions for Improving the Assessment Process (completed at symposia) .....8  
  
Appendix: Qualitative and Contextual Information from Taskstream (entered by director of assessment) .....9

**COURSES AND OUTCOMES ASSESSED**

ISLO #1: Communication – O,W

PSLO #7: An ability to communicate effectively through written, oral, and graphic . . .

AREA 322

AREA 323

MECH 242

MECH 477 (M)

ISLO #2: Critical Thinking – Problem Solving

PSLO #3: An ability to conduct, analyze, and interpret experiments . . .

AREA 320

AREA 370

MECH 477 (M)

ISLO #2: Critical Thinking – Problem Solving

PSLO #4: An ability to apply creativity in the design of systems, components, or processes

AREA 303

AREA 310

MECH 477 (M)

ISLO #2: Critical Thinking – Problem Solving

PSLO #6: An ability to identify, analyze, and solve technical problems

ELEC 141

MECH 342

MECH 477 (M)

<b>AGGREGATE REPORT</b>
-------------------------

<b>Assessment Results - AACU VALUE Rubric for ISLO 1 - PSLO 7</b>						
---	--	--	--	--	--	--

	<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>
	AREA	323			No Measures/No Findings	
	MECH	242	1	1	Not Met	
	MECH	477(M)	1	1	Not Met	Spring
<b><u>Program Title Courses - Overall Findings for PSLO 7</u></b>						
Total Sections Selected for Assessment					3	
Total Sections Assessed					2	
% Sections Meeting or Exceeding Target (of those assessed)					0%	
<b><u>Recommendations, Reflections, and Notes:</u></b>						
Appended.						

<b>Assessment Results - AACU VALUE Rubric for ISLO 2 – PSLO 3</b>						
---	--	--	--	--	--	--

	<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>
	AREA	320			No Measures/Findings	
	AREA	370	1	1	Met	Fall
	MECH	477(M)	1	1	Not Met	Spring
<b><u>Program Title Courses - Overall Findings for PSLO 3</u></b>						
Total Sections Selected for Assessment					3	
Total Sections Assessed					2	
% Sections Meeting or Exceeding Target (of those assessed)					50%	
<b><u>Recommendations, Reflections, and Notes:</u></b>						
Appended.						

<b>Assessment Results - AACU VALUE Rubric for ISLO 2 - PSLO 4</b>						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
AREA	303			1 <sup>st</sup> -year adjunct exemption		
AREA	310			No Measures/Findings		
MECH	477(M)	1	1	Not Met	Spring	
<b><u>Program Title Courses - Overall Findings for PSLO 4</u></b>						
Total Sections Selected for Assessment				2		
Total Sections Assessed				1		
% Sections Meeting or Exceeding Target (of those assessed)				50%		
<b><u>Recommendations, Reflections, and Notes:</u></b>						
Appended.						

<b>Assessment Results - AACU VALUE Rubric for ISLO 2 – PSLO 6</b>						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
ELEC	141			No Measures/Findings		
MECH	342	1	1	Met	Fall	
AREA	210	1	2	1 Met/ 1 Not Met	Spring	
MECH	477(M)	1	1	Not Met	Spring	
<b><u>Program Title Courses - Overall Findings for PSLO 6</u></b>						
Total Sections Selected for Assessment				5		
Total Sections Assessed				4		
% Sections Meeting or Exceeding Target (of those assessed)				50%		
<b><u>Recommendations, Reflections, and Notes:</u></b>						
Appended.						

## DISCUSSION OF RESULTS

**Directions:** This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

## DATA DRIVEN DECISIONS

**Directions:** What will you change as a result of the data?

**If targets are not met:** best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

**If targets are met:** Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

## RESOURCE ALLOCATION REQUESTS

### RESOURCE ALLOCATION REQUEST FORM

#### Guidelines for Request:

1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

#### PROPOSAL INFORMATION:

Applicant's Name: \_\_\_\_\_

Program Title: \_\_\_\_\_

- a. Please describe the request (what is the problem that the request is trying to solve?)
- b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)
- c. How is the request linked to learning outcomes assessment?
- d. Please include any data that will help support this request (learning outcomes data)
- e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)
- f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)
- g. Approximately how many students do you anticipate will be served by this request each Academic year?
- h. Total Amount Requested: \_\_\_\_\_



## SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

**Directions:** some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

## APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM

### MECH 242 – Communication

Recommendations: Provide more instruction and examples of the formatting of the report and the information that is required.

I presented a sample of prior student work in class but did not make it available to students to view on their own time. It might be a good idea to provide a sample of the report format for the students to reference. The Engineering Communication Manual provides this but there seemed to be some confusion among the students. Reflections/Notes: The main reason students did not meet the target is because they were missing much of the content that was required for the report. Students are supposed to learn how to complete reports before this class but they either don't have the required information or do not want to put in the work to complete the report at the required standard.

One student did not turn in a report and is not included in the findings.

### AREA 210 – Critical Thinking

Recommendations: The lecture on module 6 needs to be revised and more interaction in class needs to happen

Reflections/Notes: This module was the last one covered before break and students were distracted with many things, not the least of which was the impending pandemic