



Annual Assessment Report 2020-2021

BS Electromechanical Systems Engineering Technology Electromechanical Engineering College of Engineering

CONTACT

Name of Program Assessment Lead Farhana Abedin, Scott Boskovich

Name of Person Completing Report Farhana Abedin

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ Our disciplinary accrediting agency has required learning outcomes, so we use them.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/engineering/et/emset/outcomes.shtml>

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #1: An ability to apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature

Student Learning Outcome (SLO): SLO 1: An ability to apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) 	<ul style="list-style-type: none"> Capstone product (e.g., project, senior thesis etc) 	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
	<p>Criteria 1: Communicates information in a logical, well-organized manner (Exemplary, Proficient, Developing, Novice)</p> <p>Criteria 2: Uses graphics effectively to illustrate concepts (Exemplary, Proficient, Developing, Novice)</p> <p>Criteria 3: Student uses evidence to support positions/the evaluation of evidence (Exemplary, Proficient, Developing, Novice)</p>		<p>Senior design project presentations were used to collect the data. Approximately 69% of students fall under exemplary category and 29% fall under proficient category for this outcome in case of criteria 1. Approximately 24% of students fall under exemplary category and 76% fall under proficient category for criteria 2.</p> <p>For Criterion 3: Senior design students were asked to submit an executive summary of their project individually. Approximately 80% of students fall in the exemplary category and 10% fall under proficient category for this outcome in case of criteria 3. Under novice category there are approximately 10% students.</p>

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.

- Course-level changes (e.g., syllabus, content, pedagogy)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.

- Program/department faculty as whole

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.

Access to student work through electronically available senior capstone project presentations to the department and college

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)

Faculty attending university provided workshops.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

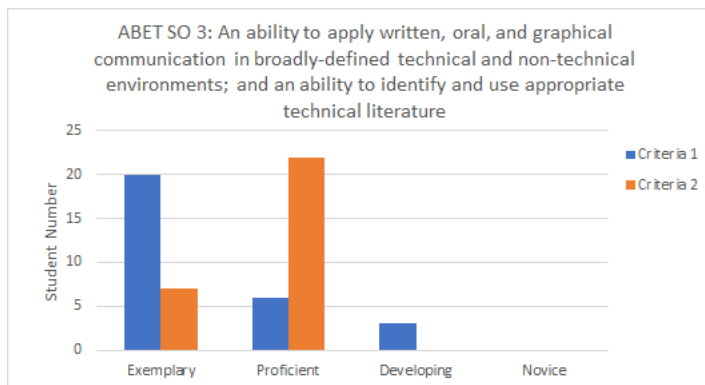
Assessment Plan No

Curriculum Matrix No

If you would like us to review other assessment documents such as your evidence (e.g., assignment, survey, interview questions etc.) or scoring rubric, please upload/provide them. (Select all that apply)

- Evidence

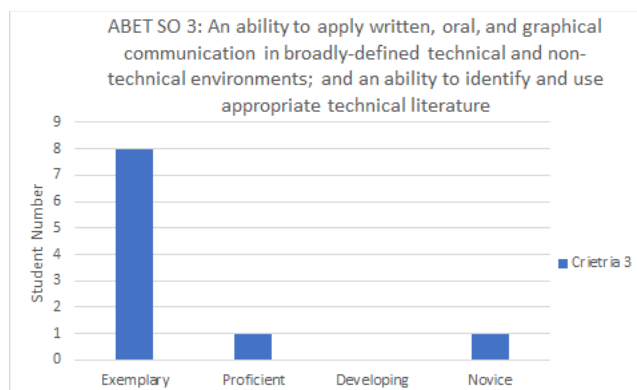
SLO: An ability to apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature



Criteria 1: Communicates information in a logical, well-organized manner

Criteria 2: Uses graphics effectively to illustrate concepts

Summary: Senior design project presentations were used to collect the data. Approximately 69% of students fall under exemplary category and 29% fall under proficient category for this outcome in case of criteria 1. Approximately 24% of students fall under exemplary category and 76% fall under proficient category for criteria 2.



Criteria 3: Student uses evidence to support positions/the evaluation of evidence

Summary: Senior design students were asked to submit an executive summary of their project individually. Approximately 80% of students fall in the exemplary category and 10% fall under proficient category for this outcome in case of criteria 3. Under novice category there are approximately 10% students.