



## Annual Assessment Report 2020-2021

### MS Systems Engineering Industrial & Manufacturing Engineering College of Engineering

#### CONTACT

**Name of Program Assessment Lead** Saeideh Fallah-Fini

**Name of Person Completing Report** Saeideh Fallah-Fini

**DISCIPLINARY ACCREDITATION** No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

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

- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

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

- ☐ Not currently published

#### 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?**

- ☐ 4

**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: Diagnose and identify causes of system failure
- SLO #2: Develop proposals to prescribe solutions to system failure
- SLO #3: Demonstrate effective communication skills in interdisciplinary teams
- SLO #4: Assess impact of new elements on existing systems

**Student Learning Outcome (SLO): SLO 1:** Diagnose and identify causes of system failure

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Thesis or dissertation (graduate-level only)	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

**Student Learning Outcome (SLO): SLO 2: Develop proposals to prescribe solutions to system failure**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Thesis or dissertation (graduate-level only)	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

**Student Learning Outcome (SLO): SLO 3:** Demonstrate effective communication skills in interdisciplinary teams

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Thesis or dissertation (graduate-level only)	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

**Student Learning Outcome (SLO): SLO 4:** Assess impact of new elements on existing systems

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"><li>Collected direct evidence (e.g., student work, exam items, etc.)</li><li>Scored direct evidence of student learning</li></ul>	<ul style="list-style-type: none"><li>Thesis or dissertation (graduate-level only)</li></ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
5	Average Score	Yes	with the involvement of more faculty in advising master theses, we have better advising and more successful projects. We also have more publications co-authored with our students.

## IMPROVING THROUGH ASSESSMENT

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

- Results indicated no action needed because students met expectations.

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.

- Other, please explain: Department Chair

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.

The main challenge was lack of contact with students and the fact that the online setting had affected the expectations (both on the students and faculties sides)

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.)

We have not taken any specific action in this regard. But it is in our agenda for this academic year.

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 Yes

Curriculum Matrix Yes