**ANNUAL DEGREE PROGRAM ASSESSMENT** **REPORT**

**ENGINEERING TECHNOLOGY**

**ANALYSIS TAB**

II. Analysis of the Program

* 1. Demand Indicator: Unhealthy

Demand indicator ,"new and replacement positions (County Prorated)" dropped from 6 (in 2012-2013 and in 2013-2014) to 1. We do not know the source of this information.

* 1. Efficiency Indicator: Unhealthy

ECET students feed the ENGT pipeline. The table below shows the number of AS ECET graduates from 2010 to 2014.



23 out of the 43 AS ECET graduates (53%) have pursued with the BAS ENGT degree program since 2010, which leaves us with an average of 4.6 BAS ENGT juniors per year which is still too low to allow for a better indicator.

2. Any new significant program actions (new certificates, stop out, gain or loss of positions) as results of last year’s action plan.

Following last year's ECET program action plan, the ECET program has undergone modifications in its curriculum starting in fall 2015 (prerequisite and program map): we expect an increase in ECET retention (to be reported in the 2015-2016 ARPD), AS graduation (to be reported in 2016-2017 ARPD), and in the number of students pursuing with the BAS ENGT degree (to be reported in 2016-2017 ARPD)).

3. If relevant, share a brief analysis for any Perkins Core Indicator not met (4P1)

III. Action Plan

1. Action Plan
   1. PLO

No changes to the PLOs for right now.

* 1. Program improvement



IV. Resource Implications:



**DESCRIPTION TAB**

**Description**

The Engineering Technology program which leads to a Bachelor of Applied Science degree provides curriculum and extensive hands-on training in electronics, computers, optics, remote sensing, and other technologies required for employment in local and regional high tech companies and industries.

**Mission Statement**

The mission of the ENGT program is to prepare graduates to be productive technologists with a broad array of skills in a variety of areas such as telescope operations, high performance computing for scientific and engineering applications, energy production and distribution including photovoltaic and wind turbines, and system administration in a variety of industries.

**P-SLOs TAB**

1. PLO selected for assessment

PLO 8: demonstrate recognition of the need for, and an ability to engage in lifelong learning

PLO10: Demonstrate a respect for diversity and a knowledge of contemporary professional, societal and global issues

PLO11:Commit to quality, timeliness, and continuous improvement

1. Industry Validation:

Advisory Committee Meeting(s) \_x\_, How many? \_1\_

Did Advisory Committee discuss CASLO/PLO? Yes x\_ No\_\_

Coop Ed Placements \_\_ Fund raising activities/events \_\_ Service Learning \_\_

Provide program services that support campus and/or community

Outreach to public schools \_x\_ Promotion of the BAS ENGT degree program and demonstrations by BAS ENGT students (see table below)

Partner with other colleges, states and/or countries \_\_

Partner with businesses and organizations \_\_

|  |  |  |
| --- | --- | --- |
| ***School visited*** | ***Visit*** | ***# attendees*** |
| Baldwin High School | 9/24/14 | 22 |
| KKHS high School | 10/20/14 | 30 |
| Maui High School | 12/4/14 | 32 |
| Iao Intermediate School | 4/2/15 | 25 |
| Waena Intermediate School | 4/9/15 | 30 |
| Maui High | 5/8/15 | 29 |

1. Expected level of Achievement:

For the PLO #8 assessed, 100 % of students completing the assignment/course expected to meet expectations for the assignment/course.

For the PLO #10 assessed, 89 % of students completing the assignment/course expected to meet expectations for the assignment/course.

For the PLO #11 assessed, 92 % of students completing the assignment/course expected to meet expectations for the assignment/course.

1. Courses (or assignments) Assessed:

ETRO 497 (Capstone Project I) for PLO #8

ETRO 498 (Capstone Project II) for PLO #10 and 11

1. Assessment strategy/Instrument/Evidence (check all that apply):

Work Sample\_\_ Portfolio\_\_ Project \_x\_ Exam \_x\_ Writing Sample \_\_

Other x\_ Please explain: AutoCAD Design Skills \_

Homework, Lab reports\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Results of program assessment:
   1. The following were present at the PLO assessment:

Ned Davis (Maui Innovation Group)

Wayne Lewis (Honolulu Community College)

Sharon Mielbrecht (Pacific Disaster Center)

Steve Griffin (Boeing)

John Valliant (Boeing)

Laura Ulibarri (Air Force)

J.D. Armstrong (Institute for Astronomy)

* 1. Strengths and weaknesses (best practices and educational gaps) found from PLO assessment analysis .

Strengths:

The courses did address the PLOs adequately.

The program curriculum, course topics, and PLOs are based on the needs of the local high tech companies.

Students gain the skills required by local high tech companies and are well prepared for the jobs they will be looking for after graduation.

Weaknesses:

The number of students in the class (3 students) is very low which make it difficult to draw conclusions for the PLOs.

1. Other comments:

|  |  |
| --- | --- |
| CASLO assessment findings | Action plan to address findings |
| Reviewers need more evidence of how CASLO is assessed by the instructor, and students samples to review. | The instructor will provide the reviewers with evidence of the assessment as well as samples of students work prior to the meetings. |
| 80% of students in the program graduate with the skills corresponding to the CASLO. | Continue reviewing the curriculum to ensure that the students have the skills required by the industry. |

1. Next steps:

Assess the next PLO\_\_x\_ Review PLOs\_x\_\_ Adjust assignment used for PLO\_x\_\_

Adjust course used for PLO\_x\_\_ Meet with Advisory Committee x\_\_\_

Other\_\_\_ Please explain: