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

**ENGINEERING TECHNOLOGY**

**ANALYSIS TAB**

I Quantitative Indicators

II. Analysis of the Program

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

UHMC hired a new ECET faculty member replacing the previous ECET instructor. The new instructor will teach classes as part of the ENGT program.

III. Action Plan

1. Action Plan
   1. PLO

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:

* 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 1: Analyze, design, and implement electro-optic systems, control systems, instrumentation systems, communication systems, computer systems, or power

PLO 2:Apply project management techniques to electrical/electronic(s) and computer systems

PLO 6: Demonstrate engineer professional skills such as communication and managing projects.

PLO 9: Demonstrate an ability to understand professional, ethical and social responsibilities

A. Industry Validation:

Advisory Committee Meeting(s) \_x\_, How many? \_2\_

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 \_

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

Partner with businesses and organizations \_\_

Other:\_\_\_

Describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Expected level of Achievement:

For the PLO #1 assessed, 87 % of students completing the assignment/course expected to meet expectations for the assignment/course.

For the PLO #2 assessed, 100 % of students completing the assignment/course expected to meet expectations for the assignment/course.

For the PLO #6 assessed, 100 % of students completing the assignment/course expected to meet expectations for the assignment/course.

For the PLO #9 assessed, 100 % of students completing the assignment/course expected to meet expectations for the assignment/course.

C. Courses (or assignments) Assessed:

ETRO 315 (Project Management) for PLO #2, 6, and 9

ETRO 350 (Power Systems) for PLO #1

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

Work Sample\_\_ Portfolio\_\_ Project X ExamX Writing Sample \_

Other x Please explain: Homework, lab activities, written report, oral presentation with PPT.

E. Results of program assessment:

i. The following were present at the PLO/CASLO assessment:

Ned Davis (Maui Innovation Group), PLO/CASLO

Sharon Mielbrecht (Pacific Disaster Center), PLO

John Valliant (Boeing), PLO

Laura Ulibarri (Air Force Research Laboratory), PLO

Stacie Williams (Air Force Research Laboratory), PLO

Skip Williams (Air Force Research Laboratory), CASLO

ECET and ENGT faculty

CASLO members

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



Strengths:

The courses did address the PLOs adequately. Students demonstrated key skills in the respective areas.

Weaknesses:

The number of students in the classes is very low which makes it difficult to draw conclusions for the PLOs.

F. Other comments:

Critical thinking has been assessed in the "Capstone Project I" class.

|  |  |
| --- | --- |
| CASLO assessment findings | Action plan to address findings |
| Not enough troubleshooting strategies | Emphasize and reinforce troubleshooting techniques throughout the program, low-division classes as well as upper-division classes. |
| Students should have used project management techniques and tools. | Starting in fall 2015, ETRO 315 (Project Management) is offered the semester (junior class) prior to the Capstone Project class (senior class). |

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: