Department/Division	Chair/Dean
Engineering Technologies Division	**Donald M. Ball**

Degree Program(s)/Major(s)/Certificate(s)	Academic Year (20xx/20xx)
	2019-2020

Engineering Technology Department: +

Civil ET, Civil ET – Architectural Major, Civil ET – Construction Management Major, Electrical ET, Electrical ET – Electro Mechanical Major, Electronic ET, Mechanical ET, Mechanical ET – Fuel Cell Major, Design ET, Fuel Cell One Year Certificate, Pre-Engineering Mechanical Engineering, Pre-Engineering Electrical Engineering, Pre-Engineering Civil Engineering, Electric Power Utility

Industrial Technology Department:

Applied Industrial, Environmental Health & Safety, HVAC, Industrial Process Operation, Automation and Robotics, Petroleum Technology – Pipeline Technician, Instrumentation and Electronics Technician, Industrial Mechanics Technology, and Production Technician.   One Yr. Cert: Oil & Gas Heavy Ind. Mechanic, Industrial Process Operation, Elect. Maintenance, Automation & Robotics, Predictive/Preventative Maintenance, CNC, Sustainable/Alternative Energy, Welding, Wind Turbine, HVAC, Environmental Health & Safety

Automotive and Transportation Department:

Automotive Technology AAS, GM ASEP AAS, One Year Certificate Automotive, Comprehensive Automotive Cert, ASE Test Prep Cert, Automotive Aftermarket Vehicle Modification, Automotive Detailing, Automotive Maintenance and Light Repair, Automotive Transmission & Driveline, CAT Lift Truck, Honda PACT, Toyota T-TEN, Toyota T-TEN Electrical, Manual Transmission, HVAC, Toyota T-TEN Engine Repair, Engine Control, Automatic Transmission, Toyota T-TEN Electrical, Brakes, Steering & Suspension

The annual assessment summary report assists the College in documenting assessment progress and provides department chairs with assessment data needed to complete their academic program review. Department chairs will summarize information for the courses assessed in their department during the academic year. Chairs will forward their department summary report to their dean by June 5. Deans will summarize information for the courses assessed in their division and forward their division report to the Provost by June 26. The Provost will prepare an Academic Affairs' assessment report by July 24.

1. Briefly summarize the data that was collected related to each of the General Learning Outcomes and the plans for improvement if below 70%.

During the 2019-2020 AY the ET Division continued to review course content and assessments for the fall 2017 – spring 2020 assessment cycle. Any achievement level for any evaluation method that fell below the 70% minimum college standard was reassessed during the fall 2019/spring 2020 AY.   All of the courses that were assessed this academic year met the 70% or above GLO outcomes.

1a. Courses assessed/total number of eligible courses in your department or division during this past academic year = 137/ 188 = 73% (ex. 8/45=18%)
Eligible courses reflect all approved courses in your department/division, including courses with an effective date, during this academic year. Re-assessed courses should not be included in this section. Report re-assessed courses in 1b below. (Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	24 FT		36 Adjunct			
Modality:	81 F2F		3 W2	0 W3		0 W4
Campus:	40 Main		28 Satellite	26 College Credit Plus		0 Early College
Time:	63 Day		28 Evening	3 Weekend		

1b. Courses re-assessed/total number of eligible courses in your department or division = 0/0 = 100% (ex. 8/45=18%)
(Please provide numbers, including zero (0), in the blanks below. If not applicable, indicate with an NA.)

Faculty:	0 FT		0 Adjunct			
Modality:	0 F2F		0 W2	0 W3		0 W4
Campus:	0 Main		0 Satellite	0 College Credit Plus		0 Early College
Time:	0 Day		0 Evening	0 Weekend		

1c. Programs, options, certificates affected by assessment/eligible programs, majors, certificates= 63/80 = 79%   (ex. 1/3=33%)

1d. Departments participating in assessment/eligible departments= 3/3 = 100% (**To be completed by Deans ONLY)** (ex. 4/4=100%)

2. List the evaluation methods used to evaluate the GLOs and PLOs. Refer to examples on the course assessment templates and in the assessment handbook available on *mystarkstate*.		
General Learning Outcomes (GLOs)		**Program Learning Outcomes (PLOs)**
Exam	Quiz	
Test	Homework	
Laboratory Assignment	Attendance	
Classroom Participations	Hands-On Assessment	
Individual Project	Web Training	
Written Products (including submitted drawings)	Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4);	Capstone Projects
Cap Stone Experience	Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global & Diversity Awareness (GLO5); Civic Professional and Ethic Responsibility (GLO6)	Capstone Projects
Oral Presentation	Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global & Diversity Awareness (GLO5); Civic Professional and Ethic Responsibility (GLO6)	Capstone Projects
Juried Review and Performance	Effective Communication (GLO1); Quantitative Literacy (GLO2); Information Literacy (GLO3); Critical Thinking (GLO4); Global & Diversity Awareness (GLO5); Civic Professional and Ethic Responsibility (GLO6)	Capstone Projects

Template revision date: 5-10-2011, 9-26-2011, 3-17-2016, 4-6-2016

Exams and Quizzes	Effective Communication - GLO1; Quantitative Literacy - GLO2; Critical Thinking - GLO4; Civic, Professional and Ethical Responsibility - GLO6	Demonstrate knowledge of theory and practice acquired through lectures, demonstrations, and laboratory practice
Attendance and Participation	Civic, Professional, and Ethical Responsibility - GLO6	Demonstrate and practice good work/employment habits
Homework Assignments	Effective Communication - GLO1; Quantitative Literacy - GLO2; Information Literacy - GLO3; Critical Thinking - GLO4	Demonstrate learned knowledge and practice
Performance Based Assessments (Lab Assignments)	Effective Communication - GLO1; Quantitative Literacy - GLO2; Critical Thinking - GLO4; Civic, Professional and Ethical Responsibility - GLO6	Working Effectively in Teams Demonstrate safety and skill set being developed
Written Assignments (including submittal of drawings)	Effective Communication - GLO1; Information Literacy - GLO3; Critical Thinking - GLO4; Civic, Professional, and Ethical Responsibility - GLO6	Demonstrate proficiency in drawing interpretation, utilization, and implementation
Oral Presentations	Effective Communication - GLO1; Information Literacy - GLO3; Critical Thinking - GLO4;	Hands-on activities containing oral presentations and interactions demonstrating acquired skill sets
Capstone Experience	Effective Communication - GLO1; Information Literacy - GLO3; Critical Thinking - GLO4; Civic, Professional, and Ethical Responsibility - GLO6	Understanding and Diagnosis applications in coursework. Completion of certifications.

3. Include evidence of students achieving or not achieving the learning outcomes. List each course assessed and re-assessed with the GLOs for each course including the complete data and percentages.

Course Assessed or Re-Assessed	GLO1: Effective Communication	GLO2: Quantitative Literacy	GLO3: Information Literacy	GLO4: Critical Thinking	GLO5: Global & Diversity Awareness	GLO6: Civic, Professional, & Ethical Responsibility
TOTAL	98%	97%	94%	96%	84%	96%

4. Outline and summarize the action plans that have been developed to improve student learning based on the evidence for this year.

Each department continually reviews and monitors each course and their respective programs to ensure student learning outcomes are met. In addition to improving evaluation methods, improvement plans incorporate course sequencing/alignment, tutoring, advising, communication, training of faculty, and early intervention are studied, reviewed, updated and/or implemented.

In support of continual improvement in student learning, each of the departments within the Engineering Technologies Division implements supporting initiatives, including the following:

- Assignments and exams are reviewed to ensure they reflect the program learning outcomes and the industry standards
- Analyze methods and timing of assessments
- Continually improve grading rubrics, study guides and review exercises
- Expand group assignments and team-based learning
- Revise and adjust assessment methods in any courses that fall below the threshold

5. What steps did you take to ensure shared responsibility from faculty/staff/students/advisory boards/etc. for student learning and assessment of student learning?

At the beginning of Fall 2019 semester, Department Chairs were instructed to assure that their faculty evaluate their course/courses assessment and to review their plans for improvement that they identified on the course assessment forms from previous semesters/cycle. They were also instructed to re-assess any method of evaluation that fell below the minimum standard and report the achievement level at the end of Fall 2018 semester. They were instructed to mentor and instruct any adjuncts that were teaching a course that needed to be assessed or reassessed during the 2019-2020 AY.   Assessment of additional courses and re-assessment of necessary courses will occur during the next academic year.

All Master and Class syllabi are housed on the "G" drive for easy access to full and part time faculty. One-on-one sit down mentoring is available for full-time and part-time faculty to assure full understanding and compliance with the required assessment form completion. This aids in accurate reporting. Advisory committees meet to discuss course offerings and any proposed changes. Student attendance is documented to help ensure student success through mentor/faculty interaction with students.

Department specific:

- Full-time faculty have continued to mentor adjunct faculty in the assessment process and implementation.
- Course assessment instructions and reminders are given to both full-time and adjunct-faculty each semester.
- All Master and Class syllabi are housed on the "G" drive for easy access to full and part time faculty.
- One-on-one sit down mentoring is available for fulltime and adjunct faculty to assure full understanding and compliance with the required assessment form completion. This aids in accurate reporting.
- Documented student attendance to help ensure student success through mentor/faculty interaction with students.
- The faculty that completed these evaluations coordinate these courses. They were instructed to include additional feedback if an adjunct or full-time faculty taught the same course considering different modalities, different campuses, and different times the course was being offered. Throughout this process, I met with faculty to ensure accuracy and validity of the data being reported. Any identified planned improvements will be discussed during advisory committee meetings and program meetings.

6. Identify the steps you plan to take to improve the effectiveness of the efforts to assess and improve student learning for next year.	
Steps for Improvement	Resource(s) Needed
Review the outcomes of faculty's student success goals (addressed on Performance Evaluations).	Meet with faculty throughout the year to review the progress they are making on their goals and assess if additional resources are needed.
Encourage faculty attendance at Best Practices workshops and professional development opportunities.	Funding for off-campus professional development opportunities.
Track enrollment and retention data to measure the effectiveness of action plans from current and past assessment periods.	Access to reports in ARGOS.
Make tutoring available for students taking ET courses	Qualified Tutors
New electronic lab implementation	Focus Groups/Curriculum Meetings
PowerPoint review and update	Focus Groups/Curriculum Meetings
Update the LMS	Focus Groups/Curriculum Meetings
Tool and equipment assessment	Focus Groups/Curriculum Meetings
New book implementation	Focus Groups/Curriculum Meetings
Altering tests to match new book	Focus Groups/Curriculum Meetings
Course accessibility. Review all course modality options	Focus Groups/Curriculum Meetings
Review of course content on a yearly basis	Focus Groups/Curriculum Meetings

Student Touring for all course offerings	Focus Groups/Curriculum Meetings
Revised advising format to ensure student success	Focus Groups/Curriculum Meetings
Equipment and textbook review	Focus Groups/Curriculum Meetings