ASSESSMENT PROCESS
Steps in our assessment of program outcomes include:

a. Develop a set of program outcomes that encompasses ABET's a through k.
b. For each outcome, establish appropriate concepts and relevant performance criteria and determine modes of assessment.
c. Assess each outcome by collecting and analyzing data.
d. Interpret the data collected and evaluate appropriateness of the processes.
e. Report findings to the department's program assessment committee and discuss lessons learned.
f. Make necessary changes that lead to program improvements wherever warranted.
g. Perpetuate cycles c through f. Update program outcomes if necessary.

PROGRAM OUTCOMES
These are statements that describe what students are expected to know and be able to do at the time of graduation:

a. Ability to apply knowledge of math, science & engineering.
b. Ability to design & conduct experiments, as well as to analyze and interpret data.
c. Ability to design a system, component, or process to meet desired needs.
d. Ability to function on multi-disciplinary teams.
e. Ability to identify, formulate & solve eng. problems.
f. An understanding of professional & ethical responsibility.
g. An ability to communicate effectively.
h. The broad education necessary to understand impact of eng. solutions in a global, societal and environmental context.
i. Recognition of the need for & ability to engage in life-long learning.
j. A knowledge of contemporary issues.
k. An ability to use techniques, skills and modern eng. tools necessary for eng. practice, particularly recognizing the integral role of computers in engineering and the rapid expansion of resources on the Internet.

ASSESSMENT MODES AND FREQUENCY
Use only direct methods of assessment.

Every Semester  Annually  3 Years/Outcome
Exit interviews  Design portfolios in capstone course  Performance Appraisal  F.E. Exam

PERFORMANCE APPRAISAL ASSESSMENT SCHEDULE

CLOSING THE LOOP

- Second cycle results will be evaluated to see if any improvement results from the changes and to see if the program outcomes need revision.
- The assessment process is perpetual with the goal of seeking continuous quality improvement.
- Success hinges on faculty buy-in.

Department Chair: H. Ronald Riggs
Program Assessment Committee Chair: Phillip Ooi