COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: 2016-2017

College: Engineering, Technology, & Computer Science

Contact: Kim McDonald, Associate Dean

Report Date: 2/1/18

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Tips and Hints

When you click on tip text, the whole tip is selected so that you can revise the placeholder instructional text. Edit the placeholder text and format it any way you want or cut and paste into the form field. The table of contents updates automatically as you add pages to each section in your document. To see the updates, right-click anywhere in the table of contents and select *Update field*.

Report Expectations:

The finished report should be about 4 -5 pages in length. Include as attachments:

1. Either letters to colleges describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.

2. Attach all Departmental/Program Annual Assessment reports so that these can be published at http://www.ipfw.edu/offices/assessment/reports/reports-program.html.

Assistance:

If at any point you have questions about completing or submitting this report, please contact the Office of Assessment.

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Section 1: Summary of Findings for all Departments/Programs

Instructions: In this box, please summarize your review of all departments. You can either do a narrative or summarize all departments within each of the departmental review rubrics and paste in this box.

All undergraduate programs within the College of ETCS submitted an assessment report; all of these reports were reviewed by the college committee. The major findings based on these reviews include the following:

1. Since most programs within the college are ABET-accredited, review processes are fairly well established and multiple stakeholders are involved in the assessment process. Three programs, Information Systems, Information Technology, and Organizational Leadership, do not go through a professional accrediting process. In general, these programs are in the beginning stages of developing an established plan for collecting and reporting data and to date, less assessment data has been collected.
2. All of the programs have clearly stated student learning outcomes.
3. Some programs did not collect and analyze much assessment data during 2016-2017. This has been noted in the memos sent to the chairs of the respective programs.
4. Based on feedback received last year, some ETCS programs' plans were modified to ensure SLOs were aligned to the foundation areas of the IPFW Baccalaureate Framework. This change suggests all programs are compliant with this requirement.
5. A few programs, through their curriculum maps, provide some indication of progression of student learning through the major, others do not.
6. Many of the programs need to provide past iterations of results to better contextualize current results, to discern improvements that have been made, and to determine if these changes currently are being assessed.
7. Most of the programs provide recommendations for improvements based on their assessment results.
8. Many of the programs use alumni and employer surveys as an assessment tool, however most that do find the response rate is inadequate.

Section 2: Recommendations for Academic Departments

This year each program's report within the college was reviewed by two members of the ETCS Assessment Committee. Completed rubrics were put on One Drive along with each program's plan and report. Each team also provided a summary that the associate dean, who chairs this committee, used to draft memos for all the programs. These memos provided a summary of the committee's feedback and recommendations. Those committee members reviewing specific programs reviewed these draft memos and made changes when needed. All the memos submitted to the chairs and the dean are attached.

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Section 3: Results of Activities Related to Prior Year Findings

This is still a work in progress. Most programs within the college can improve on their reporting of changes made and how these changes are currently being assessed. However, the following items are occurring:

1. Some programs made modification based on the feedback they received. For example, all the engineering programs aligned their SLOs to the Baccalaureate Framework this year.

2. The ETCS Assessment Committee met last spring to review this first year's activities and processes and made recommendations regarding ways to improve these processes. One recommendation made was to have each team assessing a program jointly determine what feedback should be provided regarding the program's assessment report. This helped streamline the process greatly. Also this year most of the same committee members assessed the same programs they assessed last year, resulting in some continuity. This process of meeting in the spring to review this year's activities and processes will occur again.

3. During this spring meeting, the committee will also explore ways to make sure all faculty within the departments have access to their programs' feedback and the college report.

4. Many of the reports could more clearly address how they have used the college committee's feedback in their assessment processes.

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Section 4: Conclusions and Future Directions

Overall, the college level review process went well and the committee found reviewing other programs' plans and reports to be helpful. More specific recommendations to improve the college level review/process will be discussed this semester. Information regarding ways to increase the response rate of alumni and employer surveys could benefit both the committee and the programs. It also would be helpful to be exposed to best practices in how to efficiently track past changes that have been implemented to improve student learning and success.

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