

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Engineering and Industrial Technology
Program:	Industrial Automation
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Apply critical and analytical problems solving skills to industry related problems dealing with safety,
2. Display effective communication skills including presentation and technical writing skills.
3. Consider mathematical and scientific principles in proposing solutions in the field of industrial auto
4. Appraise and document industrial automation processes to propose solutions that integrate instrum

B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

Our outcome assessment results caused us to reevaluate the lower division prerequisites. We looked at the number of upper division courses still under development and refocused our efforts on aligning pathways between existing courses and cancelling the new courses that offered less to student success.

C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

Course level student learning outcomes were developed with input from Department Chair and Dean, thus allowing overlaps and mapping to ensure rigorous and deeper level skills being tested.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

E. How do you engage in collegial dialog about student learning outcomes?

Faculty meet on monthly basis to discuss program information, including assessment results. Accreditation visit also allowed faculty to evaluate in group settings the language used to develop outcome requirements.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

We have a 5th outcome not listed above that was to evaluate and manage automation and manufacturing projects by applying their knowledge of resource allocation principles in an ethical environment. This will be a major focus of the upcoming year as students progress in the program.