



(Due: June 1, 2022)

Date report completed: May 31, 2022

Completed by: Jude DePalma

Assessment contributors (other faculty involved): \_\_\_\_\_

Please describe the 2021-2022 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.S, M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Executive Director for Assessment as an email attachment by June 1, 2022. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

**Brief statement of Program mission and goals:**

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle.** Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
1. an ability to identify, formulate, and solve complex engineering problems by applying principles of	Never in this specific form. We revised our SLOs	We reviewed the assessment of this SLO from	All students in each of the classes were assessed, using specific	The level differed by class. For example 80% of students	The goal was met most of the times.	NA	None.

engineering, science, and mathematics.	to match new ABET SLOs. The new SLO 1 includes old SLOs (a and e)	individual classes.	assignments in each class.	achieve a score of 80%.			
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts	Never in this specific form. We revised our SLOs to match new ABET SLOs. The new SLO 1 includes old SLOs (f, h, and j)	We reviewed the assessment of this SLO from individual classes.	All students in each of the classes were assessed, using specific assignments in each class.	The level differed by class. For example 80% of students achieve a score of 80%.	The goal was met.	NA	None.

Comments on part I:

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2021-2022 cycle.** These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle?	B. When was this SLO last assessed to generate the data	C. What were the recommendations for change from the previous	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
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Please include the outcome(s) verbatim from the assessment plan.	which informed the change? Please indicate the semester and year.	assessment column H and/or feedback?		

Comments on part II:

This year we continued to focus on revisions of our assessment plan to bring our student outcomes into alignment with the new ABET outcomes. No data-informed changes were made.