**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2018**

**Department:** **SME –** **0567 - Architectural Technology / 0553 - Civil Engineering Technology / 0554 - Environmental Engineering Technology**

Year of Last Program Review: n/a

Year of Next Program Review: FY 2019-2020

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department is in the early stages at delivering content at the various learning centers. This past semester we offered CAT1101 Architectural Drafting at Englewood. This course is half board drafting and half CAD. The department worked with the administration at Englewood to purchase drawing boards that could be used during class and then stored when class was over. This is the second semester we are offering the class with a healthy enrollment. | In progress  Completed  No longer applicable | 2017/18 Update: Courses offered at learning centers have gained little to no traction. The departments newly hired part-time program coordinator has been tasked with reaching out to local high schools to increase the pipeline of students into our programs. The department will analyze these efforts to see whether or not there is a geographic region that shows promise of running introductory courses.  2016/17 Update: Course offerings at learning centers continues to prove difficult to run due to low enrollment. Faculty and adjunct faculty have been identified and are willing to teach if and when there is a demand. Englewood is the only learning center that consistently has an architectural class.  We have successfully run two classes at the Englewood Learning Center in fall semester: CAT1101 Architectural Drafting and CAT1121 Introduction to Revit & BIM. Offerings in spring semester were cancelled due to low enrollment. |
| The department has also been working with administration at Courseview to offer courses. Originally it was determined that several courses in the Mechanical Engineering Technology Program and Drafting and Design – Mechanical Certificate would be a good fit. Upon exploration, it was determined that several architectural courses, especially those software based, could be offered with just some modifications to the computers in the labs. | In progress  Completed  No longer applicable | 2017/18 Update: Like last year, course offerings at Courseview continues to prove difficult to run due to low enrollment. No courses within these programs ran this past academic year.  2016/17 Update: Course offerings at Courseview continues to prove difficult to run due to low enrollment. No courses within these programs ran this past academic year.  Computers at Courseview are now able to run the software needed for all CAT programs. No classes ran during fall or spring semesters. At the moment, the department is focusing on supporting the Engineering University Transfer program. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Some programs at Sinclair have benefited from adding a one credit hour introductory course prior to major-specific coursework that allows students exposure to what the program is like and what the expectations will be. These departments report that students sometimes change their minds about entering the program once they have completed the introductory course. The department is encouraged to explore whether prerequisite introductory courses of this nature might be appropriate for some of its programs. | In progress  Completed  No longer applicable | CAT1161 Introduction to Civil & Architectural Technology is a survey course of three programs: Architectural Technology, Civil Engineering Technology and Construction Management Technology. This course is being successfully taught at local high schools, including Kettering-Fairmont and Centerville. |
| According to the self-study, “students entering the program are generally ill-prepared in math”. The department is encouraged to consider adding MAT prerequisites to some of its courses early in the program – and perhaps later in the program for higher level MAT courses - based on careful deliberation and data regarding how well students who have not had the proposed prerequisite compare in terms of course completions with those who have had the proposed perquisite. | In progress  Completed  No longer applicable | The department has taken care not to include many prerequisites in introductory courses for fear of turning students off initially. However, the tech math courses once required for the degrees have been changed to MAT1580 Precalculus. This will be beneficial for students as they go on to university and will help them be better prepared for industry. |

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| It is clear that the department is collecting assessment data. The standardization of coursework puts the department at a distinct advantage in this regard relative to many other departments at the college. The department is encouraged to better document this assessment work by formally collecting and analyzing student assignment and exam scores that relate to general education and program outcomes. The self-study provided evidence that assessment data was being collected, but in the next self-study it should be made more clear that this data is being combined, analyzed, reported, and used for improving student learning. The department is strongly encouraged to work with its Divisional Assessment Coordinator / Learning Liaison to explore ways of combining data across sections and analyzing it in relation to general education and program outcomes. | In progress  Completed  No longer applicable | 2017/18 Update: Architectural Technology, Civil Engineering Technology and Environmental Technology programs received a full six year accreditation from ETAC/ABET. All minor concerns were voluntarily addressed by faculty. The chair of the department is in process of collecting exit interview information from the CAT2782 Capstone course. Information will be aggregated and presented at the fall advisory board meeting. Major changes based on that information will be voted upon by attendees.  2016/17 Update: The program underwent an extensive assessment, both of student work and curriculum, by ETAC/ABET. This was the first attempt to accredit the program. Work began nearly two years in collecting student work, analyzing data, writing a two hundred page self-study, and an onsite visit and review of facilities conducted in October 2016. Only minor concerns were identified and those concerns are being voluntarily addressed.  Data continues to be collected and analyzed. Often, recommendations from our industry led advisory board are tested, analyzed and considered before that change is made permanently.  The department is also finalizing the self-studies of the Civil Engineering Technology program which is seeking reaccreditation this fall. The department is also seeking accreditation for the first time for Architectural Technology and Construction Management Technology. |
| Social media, such as LinkedIn, provide new avenues for maintaining connections with graduates and gathering data from students who have moved on to the next phase of their careers. The department is encouraged to consider exploring social media for this reason, and consider whether faculty should be assigned to oversee this. | In progress  Completed  No longer applicable | 2016/17 Update: The department is utilizing Dennis Wilson to showcase department events, such as our annual open house, via social media outlets.  After the department set up both Facebook and Twitter accounts, marketing asked us to take them both down. The department complied with the request. |

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| Related to the above recommendation, the department is encouraged to explore other ways of tracking graduates, and also for tracking co-op experiences. There are currently efforts underway to better document students in all internship and co-op experiences at the college, and hopefully in the next self-study the department will be positioned to describe the number and scope of co-op experiences its students participate in. | In progress  Completed  No longer applicable | The division now has a full time internship coordinator, Chad Bridgman that tracks internship opportunities and students within the program. The coordinator is now tracking data electronically so that it can better be evaluated. |
| The department is encouraged to continue its work with dual enrollment and other high school linkage efforts, funneling students from high school into Sinclair as they begin college. Its efforts in high school linkages have been exemplary, and it is hoped that this will continue in the years to come. | In progress  Completed  No longer applicable | 2017/18 Update: The department continues to work with the CCP office and has increased its CCP offerings since last year. The departments newly hired part-time program coordinator is helping form additional high school connections, especially with high school advisors.  2016/17 Update: The department is working closely with Melissa Tolle in the College Credit Plus office to identify schools and teachers that align with course offerings within the degree. Partnerships with Stebbins high school have strengthened including offering the CAT2700 internship class.  The department will have taught twelve (12) college credit plus classes this year. The courses include CAT1161 Introduction to Civil and Architectural Technology, CAT1121 Introduction to Revit & BIM, CAT1201 Construction Methods & Materials, CAT1701 Construction/Craft Skills, CAT1741 Residential Electrical Systems, CAT 1761 Interior & Exterior Finishes, MET1151 Guitar Manufacturing using Science, Technology, Engineering & Mathematic Concepts, and MET1231 Introduction to Drafting & Design using Inventor. |
| The department is strongly encouraged to update articulation agreements for semesters and explore whether articulations with new institutions might be appropriate. The Assistant Dean in the division can be a valuable resource in this regard. | In progress  Completed  No longer applicable | 2017/18 Update: The department is currently working to identify new articulation agreements and update existing agreements including creating a centralized repository within the department of those agreements.  2016/17 Update: Over the past year, the department has focused on agreements with high schools via College Credit Plus. Janeil Bernheisel is helping the department draft agreements.  The department met with Franklin University to work on articulation agreements for Architectural Technology, Civil Engineering Technology, Construction Management Technology, Energy Management Technology, Environmental Engineering Technology, HVAC-R Engineering Technology and Mechanical Engineering Technology. These degrees would transfer into a Bachelor of Science in Applied Management. Details are still being finalized. |
| There appears to be some confusion in the minds of some students regarding which programs are transfer programs and which are designed to result in a terminal degree. The department is encouraged to explore new ways of making students aware of these distinctions – much work has already been done, but it seems that additional efforts are needed. | In progress  Completed  No longer applicable | 2017/18 Update: The department has worked over the past year to better educate students interested in the program of transfer opportunities. This comes in the form of face to face meetings (with students and parents), college and career fairs and the department’s annual open house.  2016/17 Update: The department has updated its website to show completion rates, program educational objectives and program outcomes. A refined open house is scheduled for March 15th and will include current capstone students as hosts for interested individuals.  The department is working to educate students about career and educational pursuits after completing a technology degree. Work has been done to update the Sinclair website department and program pages as well as hosting an open house that outlines those possibilities. |
| Moving all of the programs in the department under a single budget number appears to make sense – the department is encouraged to explore this possibility, although care should be taken to identify and address any potential unintended consequences by conferring with the Budget Office. | In progress  Completed  No longer applicable | After years of attempting to separate the department’s seven programs by GL code, as of July 1, 2015 the department now has a GL code for all programs. Tracking, data analysis and budgeting should be much easier as a result. |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
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| Computer Literacy | **2017-2018** | **CAT2780** - Architectural Technology Capstone;  **CAT2781** - Civil Engineering Technology Capstone | CAT2780 Architectural Technology Capstone Dinner and Expo feedback from advisory board member;  CAT2781 Civil Engineering Technology Capstone Dinner and Expo feedback from advisory board member. | According to aggregated data tabulated by RAR, the department’s annual Capstone Expo, attendees rated the performance of students an average of 8.40 on a 9 point Likert scale.  According to aggregated data tabulated by RAR, the department’s annual Capstone Expo, attendees rated the performance of students an average of 8.06 on a 9 point Likert scale. |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **LAST YEAR’S ASSESSMENT RESULTS** |  |  |  |  | | | | | |
| Information Literacy | **2016-2017** | **CAT2780** - Architectural Technology Capstone;  **CAT2781** - Civil Engineering Technology Capstone  **EGV2781** -Environmental Engineering Technology Capstone | CAT2780 Architectural Technology Capstone Expo feedback from Advisory Board Members  CAT2781 Civil Engineering Technology Capstone Expo feedback from Advisory Board Members  EGV2781 Environmental Engineering Technology Capstone Expo feedback from Advisory Board Members | For all programs: Integrated project teams deliver a review of work to faculty advisors, consultants, advisory board members, Sinclair faculty and administrators in a trade show format. Work represented should show project completion.  CAT2780: Advisory board feedback for this outcome is positive and indicates that students are knowledgeable in this area. Students scored 8.22 on a 9 point Likert score concerning the outcome “Demonstrate skills sufficient to solve technical problems related to the field of architecture.  Specific feedback for the course includes the following comment:   * Good use of modeling tools that helped with construction management processes, QTO, etc.   CAT2781: Advisory board feedback for this outcome is positive and indicates that students are knowledgeable in this area. Students scored 8.625 on a 9 point Likert score concerning the outcome “Employ logical and concise problem-solving techniques to complex problems.”  Specific feedback for the course includes the following comments:   * Good explanation of the challenges of rerouting the road and the impact on the community * Good work using Civil 3d with limited training * Good work with other team members extracting information from Civil 3d to facilitate estimating and planning * Good work finding a solution to the site utility elevations   EGV2781: There were no Environmental Engineering Technology capstone students this past year. Advisory board feedback from this year’s capstone will be available from RAR in Fall 2017. |

**AVAILABLE GENERAL EDUCATION RUBRIC DATA FOR STUDENTS IN YOUR DEPARTMENT’S PROGRAMS:**

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

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| **Program Outcomes**  **Architectural Technology** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate skills sufficient to solve technical problems related to the field of architecture. | CAT1201  CAT1241  CAT2101  CAT2201  CAT2700  CAT2780  EGV1301  MAT1580  PHY1141 | 2017, 2020 | CAT2780 Presentations, Team Journal, Drawings, and Revit Model | 2017 Update: According to aggregated data tabulated by RAR, the department’s annual Capstone Expo, attendees rated the performance of students an average of 8.15 on a 9 point Likert scale. |
| Describe the architectural design process. | CAT1101  CAT1121  CAT1201  CAT1241  CAT2101  CAT2201  CAT2780 | 2017, 2020 | CAT2780 Presentations, Team Journal, Drawings, and Revit Model | 2017 Update: According to aggregated data tabulated by RAR, the department’s annual Capstone Expo, attendees rated the performance of students an average of 7.90 on a 9 point Likert scale. |
| Produce a complete set of working drawings for both a single family home and a commercial building. | CAT1101  CAT1121  CAT2101  CAT2201  CAT2780 | 2018, 2021 | CAT2101 Design Project  CAT2700 Technical Reports, Employer Assessment and Exit Interview  CAT2780 Presentations, Team Journal, Drawings, and Revit Model |  |

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| Recognize professional, ethical and societal responsibilities, respect diversity and commit to life-long learning. | CAT2700  MET2711  CAT2780  EGV2351 | 2016, 2019, 2022 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  MET2711 Assignments and Quiz | 2016 Update:  CAT2700: Internship information is combined programs of Architectural Technology, Civil Engineering Technology and Construction Management Technology:  Employer rated students 7.90 on a 10 point scale for this outcome.  MET2711: Real-world ethics case oral presentation: Average score: 87.6% (spring) 95.3% (fall)  Students achieving 70% threshold:  91% (spring) 100% (fall)  Final ethics case: Average score: 84% (spring) 88.2% (fall) |
| Communicate effectively and professionally through proper use of oral, written and graphical techniques. | CAT1101  CAT2401  COM2211  ENG1101  MET1131  CAT2780 | 2018, 2021 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  CAT2780 Presentations, Team Journal, Drawings, and Revit Model |  |
| Know building materials, components, mechanical systems and methods of construction for both residential and commercial buildings. | CAT1101  CAT1121  CAT1201  CAT1241  CAT2101  CAT2201  CAT2780 | 2017, 2020 | CAT2780 Presentations, Team Journal, Drawings, and Revit Model | 2017 Update: According to aggregated data tabulated by RAR, the department’s annual Capstone Expo, attendees rated the performance of students an average of 8.15 on a 9 point Likert scale. |
| Assist in the management of construction projects with emphasis on safety, quality and teamwork. | CAT2401  CAT2780  EGV2351  CAT2700 | 2016, 2019, 2022 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  CAT2780 Presentations, Team Journal, Drawings, and Revit Model | 2016 Update:  CAT2700: Internship information is combined programs of Architectural Technology, Civil Engineering Technology and Construction Management Technology:  Employer rated students 8.6 on a 10 point scale for this outcome.  CAT2780: Students scored 8.62 on a 9 point Likert score concerning the outcome. |

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| **Program Outcomes**  **Civil Engineering Technology** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Assist in the management of construction projects with emphasis on safety, quality and continuous improvement. | CAT1211  CAT1401  CAT2401  CAT1501  CAT2351  CAT2561  CAT2700  CAT2781  EGV2351 | 2016, 2019, 2022 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  CAT1401 Final Bid Package  CAT2781 Team Meetings, Presentations, Drawings, Notes and Weekly Timesheets | 2016 Update:  CAT2700: Internship information is combined programs of Architectural Technology, Civil Engineering Technology and Construction Management Technology:  Employer rated students 8.6 on a 10 point scale for this outcome.  CAT1401: 100% of students completing the assignment were above the 70% threshold.  CAT2781: Students scored 8.8 on a 9 point Likert score concerning the outcome. |
| Describe the mechanics of structural design. | CAT1211  CAT1301  CAT2421  CAT2781  MAT1580  MET2201  MET2251  PHY1141 | 2017, 2020 | CAT2781 Team Meetings, Presentations, Drawings, Notes and Weekly Timesheets | 2017 Update: According to aggregated data tabulated by RAR, the department’s annual Capstone Expo, attendees rated the performance of students an average of 8.0 on a 9 point Likert scale. |

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| Communicate effectively and professionally through proper use of oral, written and graphical techniques. | CAT1301  CAT1401  CAT1501  CAT2401  CAT2501  CAT2531  CAT2561  CAT2581  CAT2700  CAT2781  COM2211  ENG1101  MET1131  MET2711 | 2018, 2021 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  MET2711 Ethics Case Analysis  CAT2781 Team Meetings, Presentations, Drawings, Notes and Weekly Timesheets |  |
| Recognize professional, ethical and societal responsibilities, respect diversity and commit to life-long learning. | CAT1301  CAT2581  CAT2700  CAT2781  EGV2351  MET2711 | 2016, 2019, 2022 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  CAT1501 Surveying Field Notes  MET2711 Code of Ethics Canon Exam  CAT2781 Team Meetings, Presentations, Drawings, Notes and Weekly Timesheets | 2016 Update:  CAT2700: Internship information is combined programs of Architectural Technology, Civil Engineering Technology and Construction Management Technology:  Employer rated students 7.90 on a 10 point scale for this outcome.  MET2711: Real-world ethics case oral presentation: Average score: 87.6% (spring) 95.3% (fall)  Students achieving 70% threshold:  91% (spring) 100% (fall)  Final ethics case: Average score: 84% (spring) 88.2% (fall)  CAT2781: Students scored 8.575 on a 9 point Likert score concerning the outcome. |
| Employ logical and concise problem-solving techniques to complex problems. | CAT1211  CAT1301  CAT1401  CAT1501  CAT2401  CAT2421  CAT2531  CAT2561  CAT2581  CAT2700  CAT2781  MAT1580  MET1161  PHY1141 | 2018, 2021 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  CAT1301 Reports, Sheet Sets  CAT2561 Horizontal and Vertical Curves, Construction Plan Interpretation  CAT2781 Team Meetings, Presentations, Drawings, Notes and Weekly Timesheets |  |
| Function effectively in teams, demonstrating a cooperative effort to evaluate and solve problems and to develop and implement plans. | CAT1501  CAT2501  CAT2531  CAT2561  CAT2581  CAT2700  CAT2781 | 2018, 2021 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  CAT2531 Field Notes, Base Map  CAT2781 Team Meetings, Presentations, Drawings, Notes and Weekly Timesheets |  |

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| Use survey equipment and software to safely collect data, solve technical problems and lay out construction projects. | CAT1301  CAT1501  CAT2501  CAT2531  CAT2561  CAT2871 | 2018, 2021 | CAT2700 Technical Reports, Employer Assessment and Exit Interview  CAT1301 Reports, Sheet Sets  CAT1501 Field Notes  CAT2501 Field Notes, GIS Map Product  CAT2781 Team Meetings, Presentations, Drawings, Notes and Weekly Timesheets |  |

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| **Program Outcomes**  **Environmental Engineering Technology** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate knowledge of environmental and related industry best practices to support compliance with local, state and federal regulations. | CAT1431  CAT2421  EGV1501  EGV2501  EGV2610  EGV2630  EGV2701  EGV2781  FST1555  MET2711 | 2016, 2019, 2022 | EGV2501 SARA Reporting Project  EGV2781 Midterm Presentations | 2016 Update:  EGV2501: Average score was 85.1%, students achieving 70% threshold was 87.5%.  EGV2781: No capstone students for 2016. |
| Apply principles related to the terminology, techniques and skills associated with water utility operations. | CAT1501  CAT2421  CAT2501  CHE1211  CHE1221  CHE1251  CHE1261  EGV1501  EGV1610  EGV1630  EGV2501  EGV2610  EGV2630  EGV2781  MET2711 | 2016, 2019, 2022 | EGV2630 Midterm and Final Exam  EGV2781 Midterm Presentations | 2016 Update:  EGV2630: This course was newly developed and first offered in Spring 2016. Exam 1 and 2 data shows that students generally score well above the 70% threshold.  EGV2781: No capstone students for 2016. |

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| Apply principles related to municipal and hazardous waste management, treatment and disposal. | CAT1431  CHE1211  CHE1221  CHE1251  CHE1261  EGV1501  EGV2501  EGV2781  FST15555  MET2711 | 2017, 2020, 2023 | EGV2781 Final Capstone Deliverables | 2017 Update: According to aggregated data tabulated by RAR, the department’s annual Capstone Expo, attendees rated the performance of students an average of 8.0 on a 9 point Likert scale. |
| Communicate effectively and professionally through proper use of oral, written and graphical techniques. | CAT2421  CAT2501  CAT1501  COM2211  EGV1501  EGV2501  EGV2781  ENG1101  MET1131  MET2711 | 2017, 2020, 2023 | EGV2781 Final Capstone Deliverables | 2017 Update: According to aggregated data tabulated by RAR, the department’s annual Capstone Expo, attendees rated the performance of students an average of 8.84 on a 9 point Likert scale. |
| Demonstrate technical skills sufficient to solve technical problems related to the environmental field. | CAT1501  CAT2421  CAT2501  EGV1501  EGV2501  EGV2501  ETV2610  EGV2630  EGV2781  MAT1580  MET2711  PHY1141 | 2018, 2021, 2024 | EGV2501 SARA Reporting Project  CAT2421 Sieve Analysis |  |
| Recognize professional, ethical and societal responsibilities, respect diversity and commit to life-long learning. | EGV1501  EGV2501  EGV2781  MET2711 | 2018, 2021, 2024 | EGV2701 Ethics in the Workplace Essay  MET2711 Ethics Quiz |  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Based on the feedback of our onsite accreditation visit from ETAC/ABET, we will be modifying our Program Educational Objectives for all programs. Currently they read:   * Graduates have the knowledge and skills necessary to function as a design technician or closely related position in industry. * Graduates have the knowledge and skills necessary to transfer into a baccalaureate degree program.   These were deemed to generic and should represent what students will be doing in 3-5 years after graduation. The department is working with advisory board members to address and change. |
| **How will you determine whether those changes had an impact?** | Approval from advisory board members.  Students will be engaged in stated activities 3-5 years after graduation.  ETAC/ABET deems the objectives acceptable upon next review. |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.

ARC:

1. Program Educational Objectives and Program Outcomes last approved by Advisory Board on 3 November 2017.
2. Prerequisite check completed and changes input to CMT in December 2017.
3. Website changes verified in December 2017.

CEGT:

1. Program Educational Objectives and Program Outcomes last approved by Advisory Board on 3 November 2017
2. Prerequisite check completed and changes input to CMT in December 2017.
3. Website changes verified in December 2017.

EVT:

1. Program Educational Objectives and Program Outcomes last approved by Advisory Board on 3 November 2017.
2. Prerequisite check completed and changes input to CMT in December 2017.
3. Website changes verified in December 2017.