Assessment Reporting MSE General Engineering  
Spring 2009- Spring 2010

As you now know as interim report on the assessment of student learning is due to WASC in fall of 2010. We have been asked to demonstrate that we are using assessment data to improve student learning (i.e., “closing the assessment loop”) and that the assessment process is sustainable. To that end, we are asking programs to report on their most complete student learning outcome (SLO) during this reporting cycle. Please identify your selected SLO in the box below and provide the requested information.

Program Information

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<th>Degree Program(s):</th>
<th>MS General Engineering</th>
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<tr>
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<td>General Engineering</td>
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Student Learning Outcome (SLO)

Write in program learning outcome here (probably 1 of abet a-k) or a sub outcome of one of them...

SLO #5: Deliver effective presentation of engineering activities in written and oral formats.

Evidence for Need:
What evidence was using to identify this SLO as a candidate for improvement (e.g., describe the prior assessment activities, data, and discussions that led to this decision)?
Fill in answers here to above questions:

General engineering students must enroll in ENGR 281 Master’s project/Thesis preparation Seminar and then ENGR 298 Master’s Project Lab if pursuing the project degree option, or ENGR 299 Master’s Thesis if pursuing the thesis option. All three courses require submitting a final project report or thesis as well as giving an oral project or thesis presentation.

The evidence used to identify SLO #5 as a candidate for improvement is the quality and organization of Fall 2009 ENGR 298 final project reports and ENGR 299 theses. It also includes graded Fall 2009 ENGR 298 assignments that require students to apply the written communication skills that were developed in their ENGR 200W Technical Writing course. ENGR 200W is a prerequisite to ENGR 281. We reviewed the nature and depth of topics covered in ENGR 200W. We then compared the ability of ENGR 298 students to bring just three of these topics, that include report organization, grammar, and following instructions for report preparation, to bear on their final project reports.

Approximately 60% of project reports, in the opinion of the ENGR 298 instructor, failed to demonstrate sufficient retention and application of acceptable organization of the material.
presented in their written assignment, proper grammar, and following report and written assignments instructions. The organization of final project reports and theses was good. We believe this is because project and thesis advisors helped in this area.

**Changes to Curriculum or Pedagogy:**
What actions were taken to improve student learning related to this outcome (e.g., program changes, changes in pedagogy, process changes, resources requests, etc)?

*Fill in answers here to above questions:*

Changes to devote more time to grammar, organization of written assignments and reports, and the importance of following instructions for preparing written assignments and proposals in ENGR 200W were implemented in Spring 2010.

**Evidence for Impact:**
What is the evidence that the actions taken above impacted student learning for this outcome?

*Fill in answers here to above questions:*

Evidence that the changes made to ENGR 200W impact SLO #5 will appear in Fall 2010. However, written assignments and an emphasis on proper grammar, and following instructions for preparation of written material was covered as review material in ENGR 281 and ENGR 298 in Fall 2009 and is being covered in Spring 2010. To date, there has been noticeable improvement in the ability of students to successfully bring to bear their 200W skills when final course grades are based, in part, on their performance on written assignments and final project reports. We anticipate observing even more evidence of such improvement as students exposed to ENGR 200W changes in Spring 2010 appear in ENGR 281, ENGR 298, and ENGR 299.