**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department: Engineering Technology

Department Chair: Dr. Sanjay Kaul

Department Assessment Committee Contact: Dr. Wayne Whitfield/ Dr. Nirajan Mani

*This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| In year 2020/21, the Engineering Technology Department offered online, hybrid, and on-sync teaching modality due to covid-19 pandemic. For lecture based course, the on-sync teaching modality seems a great alternative teaching mode. The enrollment in the on-sync classes were satisfactory. But for lab and lecture based course, we had to offer hybrid teaching modality. It was challenging tasks for our faculty to run hybrid modality because of lower number of attendance in lab activities due to pandemic.In future, along with face-to-face instructions, we are thinking to offer online, hybrid, or on-sync teaching modality for some of lecture based courses, if possible. For this, we may need to submit AUC proposals for changing teaching modality for those selected courses. |

1. **Program Learning Outcomes (PLOs) (Educational Objectives)**
2. **List of PLOs and the timeline for assessment.**

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| **PLO #** | **PLO – Stated in assessable terms** | **Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate** | **Timing of assessment (annual, semester, bi-annual, etc.)** | **When was the last assessment of the PLO completed?** |
| **1.** | Identify, formulate, and solve broadly defined engineering or technical problems by applying knowledge of mathematics, science, engineering, and technical topics to areas relevant to the discipline | Currently developed; to be published in the Department/University website | Semester  | In-process |
| **2.** | Formulate or design systems or components, processes, procedures or programs to meet desired needs | Currently developed; to be published in the Department/University website | Semester  | In-process |
| **3.** | Develop and conduct standard tests, measurements, and experiments | Currently developed; to be published in the Department/University website | Semester  | In-process |
| **4.** | Analyze and interpret data and results using scientific judgment | Currently developed; to be published in the Department/University website | Semester  | In-process |
| **5.** | Function effectively as a member as well as a leader on technical teams to establish goals, plan, and tasks, meet deadlines, and analyze risk and uncertainty. | Currently developed; to be published in the Department/University website | Semester  | In-process |
| **6.** | Apply ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts. | Currently developed; to be published in the Department/University website | Semester  | In-process |

1. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

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| **PLO # (from above)** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
| 1, 2, 3, 4, 5, 6 | Under development; Typically, written measures and activities in the specific courses (mid-term, final exams, project, hands-on activities, etc.) | Tied to specific course offering schedule | All | Successful completion of the assigned written measures and activities | Findings used to update instructions /curriculum |
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 If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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| N/A |

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

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| **Reflection Prompt** | **Narrative Response** |
| **Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** | Department developed checklist, capstone course, and licensure examinations – where appropriate within given programs |
| **Who interprets the evidence?** **What is the process?****(e.g. annually by the curriculum committee)** | Annually by the curriculum committee |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | In progress |

1. **Assessment Plan for Program/Department**
2. Insert the program or department Assessment Plan
3. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
4. If you do not have a plan, would you like help in developing one?

XGrab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]X

X Yes

1. **Program Review Action Plan or External Accreditation Action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

* 1. **Programs that fall under Program Review:**
		1. Date of most recent Review: November 5, 2020 (ITEC Program review by external reviewer)
		2. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

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| **Specific area where improvement is needed** | **Evidence to support the recommended change** | **Person(s) responsible for implementing the change** | **Timeline for implementation** | **Resources needed** | **Assessment Plan** | **Progress Made this Year** |
| Curriculum update as per new general education curriculum | Existing curriculum documents  | ENGT Curriculum committee members  | Fall 2022 | Faculty and support staff | In progress | Submitted some AUC proposals as per new updated curriculum |
| Laboratory upgrade  | Program review document | Administrations through department lab committee | As soon as possible | Funding and support staff | In progress | Purchased few equipment  |
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* + 1. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

X Yes

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

* 1. **Programs with external Accreditation:**
		1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
		2. Date of most recent accreditation action by each listed agency.
		3. Date and nature of next review and type of review.

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| **List key issues for continuing accreditation identified in accreditation action letter or report.** | **Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)** | **Update on fulfilling the action letter/report or on meeting the key performance indicators.** |
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1. **Departmental Strategic Initiatives**

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| **Accomplished Initiatives AY 20-21 Add more rows as needed** | **Corresponding Strategic Plan Goal & Strategy****Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| Formed Department Assessment Committee | Assessment plan development |  |
| Formed Industry Advisory Board | Organize department wide industry advisory board meeting and bridge a gap between industry and academic programs and students |  |
| Developed and submitted AUC course/program proposals  | Curriculum update/refinement |  |
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| **Planned Initiatives for AY 2021-22 Add more rows as needed** | **Associated Strategic Plan Goal & Strategy****Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| Concentrations realignment and implementation of updated curriculum including general education curriculum  | Accreditation/certification and enrollment management; Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning (Strategic goal # 1) |  |
| Laboratory upgrade | Accreditation/certification and enrollment management; Establish inclusive excellence, innovation, and environmental stewardship as signature strengths (Strategic goal # 4); Assert our distinctive value proposition and institutional learning outcomes boldly and widely (Strategic goal # 5) |  |
| Prepare a plan of action for the recruitment of students | Enrollment management; Steward physical and financial resources responsibly and navigate a path to long-term organizational sustainability (Strategic goal # 6) |  |
| Develop Construction Management Graduate Program | Provide opportunity to serviced population; Steward physical and financial resources responsibly and navigate a path to long-term organizational sustainability (Strategic goal # 6) |  |
| Conduct exit survey and alumni survey | Collect feedback from graduating students and alumni; Become a model student-ready university and narrow the achievement gap (Strategic goal #2) |  |
| Involve student representative in the departmental committees | Collect feedback from current student representative; Become a model student-ready university and narrow the achievement gap (Strategic goal #2) |  |

 **F. Departmental Reflection:**

*Take this section to reflect on--*

1. *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*
2. *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

This program remains much of a work in progress. A great deal of work and compromise was required to develop a set learning objectives that the department could agree upon. With that accomplished, we have turned to determining how best to implement the assessment of those objectives into the various programs within the department’s two majors. Progress had been made, but to meet programmatic changes desired by the administration, we find some of the identified opportunities for that assessment would no longer exist.

The department is currently undertaking the following initiatives.

* Realigning the department’s existing concentrations and curriculum as a preparation for the ABET accreditation
* Develop determined opportunities for the systematic assessment of the department’s programs.
* Develop and update curriculum for the Production Technology certificate program, Fire Safety program

It is recognized that time is of the essence in the accomplishment of these tasks. The department is working under the self-imposed deadline of Fall 2022 to have the identified changes in place.