_Program Response (2010_10_07)- smh_

Assessment Score	Expected Action (**expected level of attainment**)
1-3:	Must improve
3-4:	Watch carefully to determine if assessments are showing a declining trend or simply exhibiting a variation with class or evaluation methods employed
4-5:	Satisfactory - no action needed

Background Information (from ABET)

CRITERION 4. CONTINUOUS IMPROVEMENT (text as it appears in the current 2010-11 cycle self-study questionnaire)

A. Information Used for Program Improvement
Describe the available information, such as results from the Criteria 2 and 3 processes, commonly used in making decisions regarding program improvements

B. Actions to Improve the Program
Describe actions taken to improve the program since the last general review. Indicate why, i.e., the basis for taking action, and when each action was implemented and the results of the implementation.

CRITERION 4. CONTINUOUS IMPROVEMENT (text as it appears in 2011-12 cycle self-study questionnaire)

This section of your self-study report should document your processes for regularly assessing and evaluating the extent to which the program educational objectives and student outcomes are being attained. This section should also document the extent to which the program educational objectives and student outcomes are being attained. It should also describe how the results of these processes are being utilized to effect continuous improvement of the program.

Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation. Evaluation is defined as one or more processes for interpreting the data acquired though the assessment processes in order to determine how well the program educational objectives and student outcomes are being attained.

Although the program can report its processes as it chooses, the following is presented as a guide to help you organize your self-study report. It is also recommended that you report the information concerning your program educational objectives separately from the information concerning your student outcomes.

A. Program Educational Objectives

It is recommended that this section include (a table may be used to present this information):

1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each the program educational objective is based. Examples of data collection processes may include, but are not limited to, employer surveys, graduate surveys, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.
2. The frequency with which these assessment processes are carried out
3. The **expected level of attainment** for each of the program educational objectives
4. Summaries of the **results** of the evaluation processes and an analysis illustrating the extent to which each of the program educational objectives is being attained
5. How the results are documented and maintained

B. Student Outcomes
It is recommended that this section include (a table may be used to present this information):

1. A listing and description of the assessment processes used to gather the data upon which the **evaluation of each student outcome** is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally-normed exams, oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.

2. The **frequency** with which these assessment processes are carried out

3. The **expected level of attainment** for each of the student outcomes

4. Summaries of the **results** of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is being attained

5. How the results are documented and maintained

C. Continuous Improvement
Describe how the results of evaluation processes for the program educational objectives and the student outcomes and any other available information have been used as input in the continuous improvement of the program. Indicate any significant future program improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes.

D. Additional Information
Copies of any of the assessment instruments or materials referenced in 4.A, 4.B, or 4.C must be available for review at the time of the visit. Other information such as minutes from meetings where the assessment results were evaluated and where recommendations for action were made could also be included.