

ASSESSMENT: ABET Program Outcomes H, I, and J

Reviewer Name: _____

ABET Program Outcomes H, I, and J (listed below) are more general in scope, and the assessment of these outcomes is based on an assortment of activities.

- H. Broad education necessary to understand the impact of engineering solutions in a global / societal context.**
- I. Recognition of the need for and ability to engage in lifelong learning.**
- J. Knowledge of contemporary issues.**

We purposely placed the assessment of Program Outcomes H, I, and J near the end of the meeting, after you have had a chance to:

- Look at sample design reports
- Meet with some students over lunch

Additional data is provided for this review, including:

- Bioproduct reports from CHBE 438
- Technical paper reviews from the Kinetics course (CHBE 328)
- Global Climate Change Assignment in CHBE 424

The assessment of Program Outcomes H, I, and J may use information gathered from all of these sources.

ASSESSMENT: ABET Program Outcomes H and J

H. Broad education necessary to understand the impact of engineering solutions in a global / societal context.

J. Knowledge of contemporary issues.

Outcome element	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Points
Faculty include contemporary issues in courses.	No evidence that faculty include contemporary issues in course content.	Appears that students have minimal exposure to contemporary issues in courses.	Students see contemporary issues used as examples in courses periodically.	Faculty make a strong effort to present course content in the context of contemporary applications.	
Students are aware of contemporary issues.	Students appear to be unaware of contemporary issues.	Students demonstrate slight awareness of contemporary issues.	Students demonstrate an awareness of major contemporary issues.	Students are aware of what's happening at the local, state, national, and global level.	
Students have an understanding that engineering solutions have an impact on society.	Students demonstrate no understanding that engineering practices can cause and solve society's problems.	Students show little awareness of the relevance of engineering to contemporary issues.	Students demonstrate an awareness that engineering can play a role both in creating and solving modern problems.	Students understand that engineering activities affect the world, and view the world's problems as engineering challenges.	

Total Points: _____

Data Source(s) Used:

- Meeting with students
- Design reports
- Bioproduct reports
- Technical paper reviews from Kinetics course
- Global Climate Change assignment in CHBE 424
- Other: _____

ASSESSMENT: ABET Program Outcome I

I. Recognition of the need for and ability to engage in lifelong learning.

Outcome element	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Points
Students recognize the need for life-long learning.	Students have an expectation that learning will end upon graduation.	Students anticipate that most of his/her professional activities will not require any additional learning.	Students understand that the changing world demands that they continue learning to stay current.	Students have a desire to continue learning as a lifestyle.	
Students will seek information independently.	Students demonstrate no ability to find or utilize information independently.	Students seek information from outside sources when necessary, but use few sources and primarily non-technical sources.	Students seek information from multiple sources, including technical reports and papers.	Students seek information from a variety of sources and show discernment in the use of information.	
Students are able to learn independently.	Students demonstrate no ability to glean information from technical sources.	Students show small ability to glean information from technical sources, but tend to rely on non-technical sources for information.	Students demonstrate ability to read and understand technical reports and papers to find needed information.	Students seek out technical papers to gain a better understanding of their field.	

Total Points: _____

Data Source(s) Used:

- Meeting with students
- Design reports
- Bioproduct reports
- Technical paper reviews from Kinetics course
- Global Climate Change assignment in CHBE 424
- Other: _____

Assessing the assessment tool...

After completing the assessment ABET Outcomes H, I, and J, please help us improve the assessment forms.

The assessment rubrics were: [useless] -- | -- [marginal] -- | -- [helpful] -- | -- [awesome]

Suggestions for improving this tool...