

Appendix B: Examples of Outcome Assessment Plan, Report and Rubrics

APPLIED MECHANICAL ENGINEERING (AME) PROGRAM PROGRAM OUTCOME ASSESSMENT PLAN & REPORT

Date: _____

Program Outcome # 7a: Students shall have an ability to communicate effectively in written and graphical forms.

| Performance Criteria | Strategies | Assessment Method(s) | Source of Assessment (Assessment Tool) | Time of data collection | Assessment Coordinated By | Evaluation of Results | Results |
|---|--|----------------------|---|---------------------------------------|---------------------------------|---------------------------------|---------|
| Organization | ME 204, ME 206 ME 210, ME 306 ME 308, ME 311 ME 315, ME 316 ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R01) ME415 (Rubric R01) ME316 (Lab report grade) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum Committee | |
| Subject Knowledge | ME 204, ME 206 ME 210, ME 316 ME 306, ME 308 ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R01) ME415 (Rubric R01) ME316 (Lab report grade) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum Committee | |
| Graphics | ME 311, ME 315 ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R01) ME415 (Rubric R01) ME316 (Lab report grade) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum Committee | |
| Mechanics | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R01) ME415 (Rubric R01) ME316 (Lab report grade) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum Committee | |
| Assessment Results: | | | | | | | |
| Evaluation of Results / Corrective Measures: | | | | | | | |

APPLIED MECHANICAL ENGINEERING (AME) PROGRAM PROGRAM OUTCOME ASSESSMENT PLAN & REPORT

Date: _____

Program Outcome # 7b: Students shall have an ability to communicate effectively in oral form, including the use of professional-quality visual aids.

| Performance Criteria | Strategies | Assessment Method(s) | Source of Assessment (Assessment Tool) | Time of data collection | Assessment Coordinated By | Evaluation of Results | Results |
|---|----------------|----------------------|---|---------------------------------------|---------------------------------|---------------------------------|---------|
| Organization | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R02) ME415 (Rubric R02) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum committee | |
| Subject Knowledge | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R02) ME415 (Rubric R02) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum committee | |
| Graphics | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R02) ME415 (Rubric R02) ME316 (Lab report grade) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum committee | |
| Mechanics | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R02) ME415 (Rubric R02) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum committee | |
| Eye Contact | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R02) ME415 (Rubric R02) | | | | |
| Elocution | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R02) ME415 (Rubric R02) | | | | |
| Assessment Results: | | | | | | | |
| Evaluation of Results / Corrective Measures: | | | | | | | |

APPLIED MECHANICAL ENGINEERING (AME) PROGRAM PROGRAM OUTCOME ASSESSMENT PLAN & REPORT

Date: _____

Program Outcome # 8: Students shall have an ability to work effectively in teams.

| Performance Criteria | Strategies | Assessment Method(s) | Source of Assessment (Assessment Tool) | Time of data collection | Assessment Coordinated By | Evaluation of Results | Results |
|---|-------------------|--|--|---------------------------------------|---------------------------------|---------------------------------|---------|
| Research and gather information | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R03) ME415 (Rubric R03) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum committee | |
| Fulfill team roles | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R03) ME415 (Rubric R03) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum committee | |
| Shares work equally | ME 351, ME 415 | Faculty Evaluation | ME351 (Rubric R03) ME415 (Rubric R03) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum committee | |
| Listen to teammates | ME 351, ME 415 | Company Evaluation Faculty Evaluation | ME351 (Rubric R03) ME415 (Rubric R03) | First Semester (Every ODD year), 2007 | Department Assessment Committee | Department Curriculum committee | |
| Assessment Results: | | | | | | | |
| Evaluation of Results / Corrective Measures: | | | | | | | |

R01: RUBRIC FOR EVALUATING REPORTS

Semester: _____
 Student ID: _____

Course _____
 Student Name: _____

| Performance Criteria | Unsatisfactory 1 | Developing 2 | Satisfactory 3 | Exemplary 4 | Score |
|--------------------------|--|---|--|--|-------|
| Organization | Reviewer cannot understand report because there is no sequence of information. | Reviewer has difficulty following report because student jumps around. | Student presents information in logical sequence which Reviewer can follow. | Student presents information in logical, interesting sequence which Reviewer can follow. | |
| Subject Knowledge | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. | |
| Graphics | Student uses superfluous graphics or no graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. | |
| Mechanics | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | |
| | | | | Average | |

Evaluated by: _____

Date: _____

R02: RUBRIC FOR EVALUATING PRESENTATION

Semester: _____
 Student ID: _____

Course _____
 Student Name: _____

| Performance Criteria | Unsatisfactory 1 | Developing 2 | Satisfactory 3 | Exemplary 4 | Score |
|--------------------------|--|--|---|--|-------|
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | |
| Subject Knowledge | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. | |
| Graphics | Student uses superfluous graphics or no graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. | |
| Mechanics | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | |
| Eye Contact | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. | |
| Elocution | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | |
| | | | | Average | |

Evaluated by: _____

Date: _____

R03: RUBRIC FOR EVALUATING TEAM WORK

Semester: _____
 Student ID: _____

Course _____
 Student Name: _____

| Performance Criteria | Unsatisfactory 1 | Developing 2 | Satisfactory 3 | Exemplary 4 | Score |
|---|---|--|---|---|-------|
| Contribute | | | | | |
| Research & gather information. | Does not collect any information that relates to the topic. | Collects very little information – some relates to the topic. | Collects some basic information – most relates to the topic | Collects a great deal of information – all relates to the topic | |
| Take Responsibility | | | | | |
| Fulfill team role's duties. | Does not perform any duties of assigned team role. | Perform very little duties. | Perform nearly all duties. | Perform all duties of assigned team role. | |
| Share equally | Always relies on others to do the work. | Rarely does the assigned work – often needs reminding. | Usually does the assigned work – rarely needs reminding. | Always does the assigned work – without having to be reminded. | |
| Value Other's Viewpoints | | | | | |
| Listen to other teammates. | Is always talking – never allows anyone else to speak. | Usually doing most of the talking – rarely allows others to speak. | Listens, but sometimes talk too much. | Listen and speaks a fair amount | |
| | | | | Average | |

Evaluated by: _____

Date: _____